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STUDENT DRUG USE AND THE HANG-LOOSE ETHIC

by



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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled STUDENT DRUG USE AND THE HANG-LOOSE ETHIC submitted by John Wesley Hughes in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

This study was concerned with the relationships between student drug use at the Northern Alberta Institute of Technology (N.A.I.T.) and these students' belief in and adherence to the hang-loose ethic.

The sample consisted of a stratified random sample of 333 N.A.I.T. students in 47 different technologies. These students responded to a 40 page, 229 item questionnaire which consisted of personal information items (family, aspirations, activities) items concerning the students' behaviors, attitudes, values and personality (self-concept), which were designed to measure the respondents adherence to the hang-loose ethic; and items questioning the students' use or non-use of cigarettes, alcohol and other specified drugs.

It was hypothesized that the more the N.A.I.T. students embraced the hang-loose ethic (as opposed to the Protestant ethic) the more likely they were to use drugs. It was further hypothesized that the more the students embraced each aspect, part, or correlate of the hang-loose ethic - the behavioral correlates, the attitudinal and value correlates, and the personality correlates, the more likely they were to use marihuana (the most commonly used drug).

The results, as measured by the questionnaire, clearly indicated that the student marihuana users usually sub-

scribed to the hang-loose ethic significantly more (at the .05 level or greater) than non-users of marihuana. These statistically significant differences between the marihuana users and non-users were evident in the behaviors, attitudes and values, and personalities of these two groups. Because marihuana users usually subscribed significantly more to the hang-loose ethic than non-users of marihuana, the marihuana users were usually more irreverent and questioning toward the customs, beliefs and institutional practices of the adult society. Adherents of the hang-loose ethic also sought to develop different behavior patterns, attitudes and values; often in defiance to those of the established order. Other results indicated that these student marihuana users were more often male, urban, in a one year technology, agnostic, students who experienced fewer close relationships and activities with their families and were students who felt that they were more popular with members of the opposite sex. These results were quite similar to those obtained by other drug researchers in North America.

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

INTRODUCTION

Man's pharmacological abundance has provided us with a fantastic array of drugs, all of which are subject to either indiscriminate or illicit use. This use and abuse of drugs, by an ever increasing proportion of the North American population, especially younger people, has predictably aroused much public attention. All of the mass media have combined in unleashing a veritable torrent of reports, comments, and suggestions. Drug use has been discussed and debated in virtually every forum of published and spoken opinion. For the past several years there has hardly been another social problem which has aroused as much public attention.

This phenomenal rise of drug use in North American society is briefly described in Chapter I of this thesis. Also included is a discussion of student drug use. This chapter attempts to relate student drug use to belief in and adherence to the hang-loose ethic; an ethic which has replaced the Protestant ethic for a sizeable minority of students and other young people. This chapter briefly defines the most important components of this thesis - increasing drug use; especially student drug use, and its relation to the hang-loose ethic. This study is particu-

larly concerned with the relation between student drug use at the Northern Alberta Institute of Technology and belief in and adherence to the hang-loose ethic by the students of this Institute. Other chapters provide added details, information, procedures and conclusions.

In early 1970 Art Linkletter (in McLean, 1970, p. iv) stated:

I have knowledge firsthand that the extent of the drug craze is unbelievable! Its projected increase is frightening. It's penetration into all classes, all levels of society, all ages of school children, and all neighborhoods is fantastic.

In testimony before an American Senate subcommittee concerned with research and regulatory programs for LSD, Stanley Yolles, director of the National Institute of Mental Health, stated:

If I were to be allowed a guess as to the future, the next five to ten years, I would predict one will see a hundredfold increase in the number and type of drugs capable of affecting the mind... (Nowlis, 1969, p. 19).

The LeDain Drug Commission, set up by the Canadian government in 1968, received briefs from many sections of the country and found drug use to be prevalent in all parts of Canada. Ex-American President Johnson, in his 1968 State of the Union Address, addressed himself to the drug problem. When Richard Nixon accepted the 1968 United States Republican presidential nomination, he vowed to deal harshly with those who peddled "narcotics" to American youth.

Drug use, especially by young people, is good politi-

cal copy, good news copy, a popular subject for television, and a favorite topic for both mass and class magazines. Most educators, psychologists, sociologists, or medical personnel with the slightest knowledge of the "drug scene" receive many invitations to speak to parents, teachers, public officials, and housewives.

However, from all this "heat", little light has shone forth. And, as one would expect, in the absence of light, passions run high on all sides. At one extreme, Keniston (in Nowlis, 1969, p. x) cites the apostles of drug use portraying psychedelic compounds "as a viable antidote to the 'depersonalization', 'commercialization', and inhumanity of modern North American society." For them, drug use is the means to a great inward journey of self-exploration and self-discovery. On the other extreme, opponents of drug use consider it self-indulgent, degenerate, and both psychologically and physiologically damaging. They view drug use as a symptom of psychological problems or of some moral weakness.

Because of these extreme reactions most people appear to be confused regarding drugs and their effects on people. The press and other media make the confused situation even worse by their often sensationalistic reporting about drugs and drug users. As a result of this confusion and biased reporting, attempts to do something constructive and positive lack uniformity and clarity of purpose.

In many ways the confusion, incomprehension, and

irrationality is understandable. To understand the confusion, the writer feels that the focus must center not only on the drugs themselves, but especially on the users. The decision as to whether or not to use drugs and the effects the drugs have on each person depend upon many factors. Some of the factors, listed by Keniston (in Nowlis, 1969, p. xiii), which drug effects depend upon, are "the individual's personality, his transient state of mind, the dosage, the situation, his expectations, and the company he keeps."

More specifically, Engelmann (1970, p. 1) felt that a person's involvement in the youth "sub-culture" was a very important factor in drug use. The drugs were often used by youth according to Engelmann, as a way of "expressing their separate identity and of substituting for the social and emotional experience that is lacking."

All writers on the topic of drug use seem to emphasize the many areas of ignorance with regard to drug use. The ignorance is evident in both our knowledge of how the drugs effect the human mind, and the psychology and sociology of drugs on campus. Nor do we know for sure what proportion of students use drugs.

While it is true that lack of knowledge and information can account for some of the confusion of drug use, much of the problem lies in many persons' unwillingness to learn, and become objective and open-minded. Many people are unwilling to face complexity objectively and analyze carefully the contributing factors involved in drug use.

An example of this unwillingness to be fair and objective is the reaction of adults to drug use. Nowlis (1969, p. xiv) asked,

Why should adults react with such rage, dismay, moralism, and punitiveness when hearing of students' drug use when it is adults, not students, who are the main consumers of tranquilizers, pep pills, addictive sleeping pills, brain-damaging drugs like alcohol, and cancer producing agents like cigarettes?

Keniston (in Nowlis, 1969, p. xv) felt that these reactions of parents were partly based on "the fears of parents that their children will repudiate their relationship to the parental generation, and thus deprive their elders of their biological bond to the future."

In spite of the inherent complexity involved in drug use and the rebelliousness which is often evident in youth, the writer agrees with Keniston (in Unwin, 1969, p. 71) when he said "it is the adults' responsibility not to judge and condemn but, through their example to demonstrate better ways to find satisfactions." Keniston (in Unwin, 1969, p. 72) further stated that:

In the long run those of us who are critical of student drug abuse must demonstrate to our students that there are better and more lasting ways to experience the fullness, the depth, the variety and the richness of life than that of ingesting psychoactive drugs... and we can perhaps, in our own lives, and by our own example, suggest that moral courage, a critical awareness of the defects of our society, a capacity for intense experience and the ability to relate genuinely to people are not the exclusive possession of drug users.

The writer agrees with Keniston that we need to shift our focus away from specific drugs and their dangers, to-

ward the user, his life experiences, and the society within which he lives. Unwin (1969, p. 74) commented that:

Such a reorientation should enable us to identify or initiate valid alternatives to drug misuse, especially in the form of meaningful responsibilities and exhilarating challenges for contemporary youth.

Student Drug Use

After analyzing and summarizing several research reports concerning mind-altering drug use by students, Blum (1969, II, p. 3) realized that there was a remarkable expansion of student interest in the use of illicit and exotic drugs. Blum reported this expansion to be nationwide and rapid. Blum (1969, II, p. 3), further explained that:

Most researchers pointed to a period up to 1963, where the students interested in these psychoactive substances were mostly graduate students. Since then the statistics and clinical observations have implicated increasingly younger student groups.

Undergraduates first became the focus of attention and concern, then high school students. More recently, drug use became an increasingly serious problem in junior high schools and also in elementary schools. The Edmonton Public School Board in their Report on Drug Education (1969, p. 8) reported that:

Edmonton, like Toronto, found a rapid increase of drug use from grades seven through nine followed by a steady decline through grades ten through twelve.

Blum (1969, II, p. 4) said also that "the very young children of the drug using parents were also becoming 'turned on'."

Darton (1971) quoted the results of an American Gallup Poll which stated that:

Based upon interviews in December, 1970, with over 1,000 students on 61 campuses, 42 percent said they had tried marijuana. This figure is almost double that for 1969, and eight times higher than for 1967.

Darton further stated that "'Grass' is used far more openly - its pungent aroma can be detected at football games and in lecture halls - by nearly all segments of the student population." When making his point clearer concerning the spread and acceptance of drugs by students during the past few years, Darton, in the same article stated that:

Today's college freshman was probably exposed to a wide range of drugs in high school. He is apt to select among them carefully, using one to read a zap comic or attend a rock concert, another to help him study.

Public concern about our rapidly increasing and quickly changing patterns of drug use stem from many reasons and sources. The physical and mental health of the drug users is an important and obvious factor. Because of the mind-altering effects of these drugs, there has been concern about the safety of drug users in terms of accidents because of the drug-induced deficits in judgment or co-ordination. Parents worry about the ability of their student children to study effectively, or their engaging in unwise social activities, such as sexual indiscretion or the disruption of friendships arising out of drug related impulsiveness. The risks that drug users take with

the law, which is quite severe, is especially intriguing. Although the judges have tended to give suspended sentences and lighter sentences in cases involving the use of marihuana,* a conviction can lead to serious limitations both financially and socially for a drug offender since possession of marihuana is an indictable offense under the Canadian Narcotics control Act. This more permissive, understanding, and accepting attitude toward possession of marihuana is exemplified by a statement made by National Health and Welfare Minister, The Honourable John Munro, when he stated in August of 1968 that:

The possession of marijuana being an indictable offense under the Narcotics Control Act... does not seem to have been a very effective deterrent. Nor does it seem to me that giving criminal records to several thousand curious kids each year serves any very worth-while social purpose (in Unwin, 1969, p. 72).

Beyond these more specific and, in some cases, quite justifiable worries, public concern has a broader focus; and it is this broader focus which is the main concern of this thesis. Writers on this topic, including Blum (1969, II, p. 4), who summarized the research of many studies and many researchers and authors, concluded that the public can't really understand "why so many people take drugs, and the social significance of this increasing practice." As one would expect, the general public ask about the im-

* This word will be spelled with an 'h' - marihuana, one of the two accepted spellings of this word, unless the author of a quote spells it according to the other accepted spelling - marijuana.

plications for the lives of the young people involved.

Blum (1969, II, p. 4) also commented on the difficulty many adults experience in attempting to understand why students intentionally violate the law and take drugs "widely believed to be a hazard to health, to psychological adjustment, and to personal reputations."

When some students emulate the hippies and wear long hair and beads, walk around unkept, and promote ideas and philosophies which jar the ears of the "conventional people" many adults become confused, baffled, and considerably amazed at these changing attitudes and social practices of the younger people.

A few of these young people have even accepted the invitation of ex-Harvard professor Timothy Leary, the self-proclaimed prophet of the "LSD - cult" who now is in exile, to "turn on, tune in, and drop out." (See Soloman, 1966, pp. 11-28).

It is very threatening and perplexing for parents to observe and experience the increasing practice of intelligent and supposedly respectable young people doing a thing which bring on the extreme disapproval of their elders.

This bold and challenging response on the part of modern youth toward society, as seen by the authors cited above, appears to be viewed similarly by the popular press and most people, according to the feelings and thoughts of the writer. Because the challenging response of the

North American youth is so forceful and widespread, the relative bewilderment of the older "over 30" generation is understandable. Goldsen (1960, p. 199) and Jacob (1957) found college students of about fifteen to twenty years ago tended to be "politically disinterested, apathetic, and conservative." Suchman (1967, p. 146) stated:

It appears that the college students (and younger students too) of today, to an increasing degree, are striving to overcome this image of passive conformity and conservatism in order to evolve a new and more meaningful role for himself, both on campus and in the larger community. This youth movement is seeking to develop new values and new behavior patterns, often in defiance and opposition to those of the established order.

Several authors such as Suchman (1967), Blum (1969), Simmons and Winograd (1966), saw drugs as a key and central factor to this "new world of youth." Suchman (1967, p. 147) stated that the young people of the 1960's are "increasingly turning to drugs for the relaxation and 'kicks' their parents found in alcohol." The reactions of adults to these defiant attitudes and practices of youth has been described by Simmons and Winograd (1966, p. 78) as:

one of general condemnation, although sometimes portions of the general public show admiration for the new dissent, and fascination with the possibility of delightful drug effects.

The next section of this chapter will describe the hang-loose ethic, a new ethic which attempts to explain the attitudes and behaviors of many youth in the North America of today. An important part of the hang-loose ethic, according to Simmons and Winograd (1966), is increased drug

use. The relationship of this new ethic and student drug use will be explored.

The Hang-Loose Ethic

One of the most popular, articulate, and well-accepted portraits of the "youth scene" has been verbally drawn by Simmons and Winograd (1966) in their book, It's Happening. They described, in vivid language, and with detailed illustrations, what they called, the hang-loose ethic. Much of what has already been stated in this chapter concerning today's youth scene and its concomitant use of drugs is part of the hang-loose ethic way of life.

Simmons and Winograd (1966, p. 4), a sociologist and journalist respectively, described the hang-loose ethic as "a many-faced but unified theme that is now being reenacted with variations in other cities, and even in small towns across the country." These authors attempted to define and combine the several components or factors involved in this nation-wide movement and they described it as a new way of thinking and behaving - a new ethic. They described this new ethic, (1) as opposed to the Protestant ethic, (2) as being not only critical and irreverent of the so-called traditional values and institutions of society, but it also challenged the right and competence of parents, the schools, and the government to make decisions for everyone. Because the adherents of this new ethic valued highly the characteristics of being free, tolerant, and spontane-

ous, and getting rid of self-imposing and limiting beliefs and attitudes, this new ethic was termed the "hang-loose ethic." Or, to use the words of Simmons and Winograd (1966, p. 26), the adherents of the hang-loose ethic (hang-loosers) hoped that "conventional society would free themselves from their 'hang-ups' and be fearless enough to 'grow their own trees', and in reality 'hand-loose'."

Adherents of the hang-loose ethic felt that most people live at far less than their potential capacity, and that breaking down rigidity and traditionalism, allowing people to be freer and more "hang-loose", really helps people to live closer to their potentials. Hang-loosers were opposed to any system which stunts, limits, and is unbending and compulsive. Simmons and Winograd (1966, Chp. 2) described the hang-loosers as being cool, against restrictions, categorizations, and generalizations; and in favor of spontaneity, tolerance, and the stressing of equality, humanity, and liberal beliefs. They argued that drugs assisted people in becoming less "uptight" and unbending; and helped them become more free, spontaneous, and "human". Adherents of the hang-loose ethic believed that the "old ethic", the Protestant ethic, with its stress on moderation and the "somber virtues", was one very prominent force working against the progress of the hang-loose ethic. The hang-loose ethic was, and is, a reaction against the Protestant ethic, as explained by Weber (1930).

According to Simmons and Winograd (1966) the late

1950's was the time when the hang-loose ethic appeared quite noticeably, but the 1960's was the time when, according to these authors, the hang-loose ethic really became a dominant force in the North American culture.

THE PROBLEM

The main purpose of this thesis is to study and measure the relationships between the frequency of drug use as reported by the Northern Alberta Institute of Technology student respondents to a questionnaire, and the degree of these students' adherence to the hang-loose ethic as determined by a series of questions on the same questionnaire. The questionnaire is included in Appendix A of this thesis, and is explained in Chapter III.

THE SAMPLE

The student sample used in this thesis consisted of a stratified random sample of 333 students attending the Northern Alberta Institute of Technology, Edmonton, Alberta. The students selected in the sample were from all 47 technologies attending this Institute of over 4,000 full-time day students.

STATEMENT OF HYPOTHESES

The major hypothesis of this study is that the more the students embrace the hang-loose ethic (as opposed to the Protestant ethic) the more likely they are to use drugs.

Further hypotheses, derived from the major hypothesis stated above, are that the more the students embrace each aspect, part, or correlate of the hang-loose ethic - the behavioral correlates, the attitude and value correlates, and the self-image, or personality correlates - the more likely they are to use drugs.

Stated separately, these hypotheses say that:

- (1) The more the students embrace the behavioral correlates of the hang-loose ethic the more likely they are to use drugs.
- (2) The more the students embrace the attitudinal and values correlates of the hang-loose ethic the more likely they are to use drugs.
- (3) The more the students embrace the self-image, or personality correlates of the hang-loose ethic the more likely they are to use drugs.

The students referred to above are the students in the stratified random sample at the Northern Alberta Institute of Technology (N.A.I.T.).

ORGANIZATION OF THESIS

The fact of the increasing use of drugs by the North American population, and their use and misuse, especially

by the students was introduced in Chapter I. The concept of a new more permissive ethic, the hang-loose ethic, was explained and related to the increasing use of drugs by students. The hypothesis predicting a greater proportion of drug use by students who adhere to the hang-loose ethic was made. A definition of some of the more important terms used in the thesis concludes Chapter I.

The varying patterns of student drug use in Canada and the United States is discussed in Chapter II. The significance of some of the factors involved in student drug use is also explored. The last part of the chapter analyzes the several aspects of the hang-loose ethic in some detail in order to help the reader to better relate the two parts of thesis hypothesis more intelligently, that is, student drug use, and its relationship to belief in the hang-loose ethic.

The sample, the procedure, and the data-gathering instrument (questionnaire), are all discussed in Chapter III. The conceptual and operational model as well as the related statistics to be later discussed are also explained there.

The results and finding of the experimental design, explained in Chapter III, are discussed in Chapter IV. Both descriptive statistics and analytical statistics are investigated and discussed. The relationship between drug use by the students and their manifest belief in the hang-loose ethic is the main focus of this Chapter.

Chapter V consists of conclusions, discussions, and suggestions for further research.

IMPORTANCE OF THE THESIS

One purpose of this thesis is to compare the drug utilization rates of this student sample, with other student samples studied elsewhere in Canada and the United States. It should be interesting to note how this Western Canadian student sample compares with other samples done in other parts of North America.

The relationships, or lack of relationships, between the use of drugs and the attitudes, beliefs, and self-concepts of this student sample is also compared with similar studies done elsewhere.

The writer feels that the location, and the type of school, are very important variables affecting drug utilization rates and the attitudes and beliefs of the population.

The results of this thesis therefore indicate whether or not drug use and the beliefs, attitudes, and self-concepts of this Western Canadian student sample at the Northern Alberta Institute of Technology are similar in quantity and style to student samples elsewhere in North America.

DEFINITION OF TERMS

Drug (WHO, 1967)

A drug is a substance that, when taken into the living organism, may modify one or more of it's functions.

Drug Abuse (Eddy, 1965, p. 721)

Drug abuse occurs when persistent or sporadic excessive drug use takes place which is inconsistent with, or unrelated to, acceptable medical practice.

Drug Dependence (Eddy, 1965, p. 721)

Drug dependence is a state, psychic and sometimes physical, resulting from the interaction between a living organism and a drug, characterized by behavioral and other responses that always include a compulsion to take the drug on a continuous or periodic basis in order to experience its psychic effects, and sometimes to avoid the discomfort of its absence. Tolerance may, or may not be present. A person may be dependent on more than one drug.

Drug User

For purposes of this study, any N.A.I.T. student included in the sample, who uses marihuana once or oftener is classified as a drug user. Marihuana was the most commonly drug used by these students.

Establishment

This is a common term, used to refer to the majority in North American society who control most of the wealth, power and influence. The establishment usually connotes, in addition to power, influence, and wealth, a basic adherence in the ideas of the Protestant ethic, and is often contrary to many aspects of the hang-loose ethic.

Hang-Loose Ethic

This personal and social ethic is irreverent, antagonistic, and questioning to the Protestant ethic and the ideas and beliefs of most adults. It stresses the freedom of each individual, and encourages tolerance, spontaneity, openness, equality and liberal beliefs. It is especially opposed to systems, beliefs, and societies which limit, categorize, and is unbending and compulsive.

Hang-Looser

A person who believes in and lives according to the hang-loose ethic is often called a hang-looser.

Happener

This term is also used to signify a person who believes in and lives according to the hang-loose ethic.

Hard Drugs (Gormely, 1970, p. 160)

These are those drugs which lead the user to physical

dependency, such as heroin.

Pot

A slang term for marihuana.

Pot-Head

A slang term indicating a person who uses marihuana (pot) consistently and excessively.

Protestant Ethic

The Protestant ethic, as explained by Weber (1930) and other authors, stressed the importance of moderation in all behavior and thoughts, as well as the somber virtues, and personal dignity. It also stressed the value and virtue of hard work and personal responsibility and accountability.

The Protestant ethic greatly affected attitudes and behavior patterns; especially in North America and Europe, over the past several centuries. During the past few years, and especially in the 1960's, the values which made up the Protestant ethic, have been seriously questioned and even repudiated by a significant minority of the population of North America - especially youth. This minority of youth have evolved a "new" ethic, called the hang-loose ethic, which has already been explained in this chapter.

Psychedelic (Nowlis, 1969, p. 128)

Psychedelic means "mind-manifesting" or consciousness-

expanding. The term was invented to describe some of the effects of LSD and similar drugs. This term refers mostly to hallucinogens.

Soft Drugs (Gormely, 1970, p. 160)

Soft drugs are those drugs which most people arbitrarily consider do not lead to physical dependency, such as LSD and marihuana.

CHAPTER II

A REVIEW OF RELATED THEORY AND RESEARCH

INTRODUCTION

The growing problem of student drug use on North American campuses will be briefly outlined in this chapter. This will be followed, in somewhat greater detail, by an analysis of the regional differences in student drug use in the United States and Canada. After considering the differing patterns of North American student drug use, and some of the reasons for these differing patterns, several factors involved in student drug use will be explained. The conclusions of considerable research, contrasting the factors differentiating student drug users from non-users will be discussed. Such factors as age, education, religion, family economics, family relations, and personal beliefs will be briefly considered. The last part of this chapter will consist of an expanded definition of the components of the hang-loose ethic. The several components or parts of the hang-loose ethic will be discussed in order to more meaningfully relate it with student drug use. This relationship between student drug use and adherence to the hang-loose ethic is, of course, the main purpose of this thesis.

Most of the United States drug studies cited in this

chapter will be concerned with colleges and universities since the writer found almost all of the reported American student drug research done in this area. Blum (1969) and Bogg (1968) reported on some United States high school drug results so a few American high school statistics, and reasons for the student drug use, will be explained. Since no United States technical institute drug research was found no results will be reported. This is unfortunate since the sample used in this thesis came from a Western Canadian Technical Institute (N.A.I.T.) and one reason for this research was to compare the results of this research with other similar studies done elsewhere in North America. Since the majority of the students attending N.A.I.T. are post-secondary students the writer feels that comparing the results of these United States student drug studies with the present N.A.I.T. study is useful and meaningful.

The section on Canadian drug studies summarizes recent student drug studies done at both Canadian high schools and universities. No drug studies done at Canadian technical institutes were located.

STUDENT DRUG USE - A GROWING PROBLEM

Blum (1969, II, p. 362) after summarizing some of the research done concerning student drug use stated that "most writers on the topic of drug use on campuses point back to

a time in the mid-fifties when the 'drug movement' became common on several campuses." Blum (p. 362) specifically pointed to the year 1954 and the "introduction of mescaline and LSD into the intellectual, artistic, and professional communities from where it quickly spread to the student population in metropolitan centres."

Blum (1969, II, p. 362) described the rapid downward age trend in drug use when he estimated that:

While it took approximately ten years, by our estimates, for drug experimentation and use to shift from the older intellectual-artistic groups to graduate students, it took only an estimated five years to catch on among undergraduates, only two or three years to move to a significant number of high school students, and, then within no more than two years, to move to upper elementary grades.

Blum (p. 362) further added that:

while this progression was apparent only for metropolitan areas such as the San Francisco Bay area, Los Angeles, Boston, and New York, it was assumed that each area would have its variation on the theme.

After reading of the research studies summarized by Blum, as well as the research of other writers such as Nowlis (1969), Louria (1968), Carey (1968), Goldstein (1966), and others; it appeared that the trend of increasing drug use, and a lowering age for initial use, and interest in a variety of drugs, had been, and will continue to be repeated in the North American campuses, especially those in the metropolitan areas.

In addition to the widespread and increasing use of drugs by students of many ages, and their interest in a variety of drugs, many students have demonstrated a degree

of discretion in deciding which drugs they will use for various purposes or reasons. Darton (1971) reported Mike Sherry, a Yale senior, stating that "kids have simply learned what they can do with drugs. They've learned what drugs are going to hurt them and what drugs they can handle." Darton felt, however, that "marijuana is the common denominator among all groups." Darton also explained that since the use of marihuana was so widespread "prosecution for possession has been relaxed at a number of colleges, and in the minds of many, it has been declassified as a narcotic."

Blum (1969, II, p. 362) also agreed that the use of marihuana among students was widespread, and that the drug-using students tended to use discretion in their use of drugs, being careful to use the least potent drugs, and marihuana mostly. He also added that as the "base number of marijuana-experienced students expands, so does the proportion willing to risk LSD, DMT, STP, opium, heroin, methamphetamine, and the like."

The fact that formulas for new drugs were continually being used and discovered in clandestine laboratories was an added impetus for increased drug use in a variety of drug substances. Laws were no sooner passed to prohibit the unauthorized manufacture of one drug when another more potent drug was discovered. Callahan, (in Surface, 1968, p. 213) also said in 1967 that "within the next ten years we'll have another one hundred drugs available that are

similar to LSD - and many of them will be marketed in 1968." The problem was obviously too diverse and deep-rooted to be measurably decreased by amendments, arrests, expulsions, or even warnings and theories about possible hazards of psychedelic drugs.

After looking at the above statements it seems safe to say that the seemingly endless source of new psychedelic drugs was symptomatic of the campus drug movement. Surface (1968, p. 213) stated that, "the drug phenomenon has produced a drug-oriented culture on the nation's campuses that, in the foreseeable future, can only proliferate." A senior at Princeton University, probably speaking for several of the Ivy League's drug users put it bluntly when he said (in Surface, 1968, p. 213) "nearly all of the sophomores, juniors, and seniors who smoked pot started smoking here. The freshman now comes here as experienced pot smokers."

PATTERNS OF DRUG USE

Regional Differences in the United States of America

Marihuana smokers, and users of other drugs, were apparent in all parts of the country, although there were some regional differences and patterns. Goldstein (1966, p. 232) made some generalizations about the differences in regional attitudes to drug use based on interviews.

He found that:

On the East Coast, where drugs are most available, heroin is frowned upon, marijuana is used for an easy high, and stronger psychedelics are employed in search for 'inner truths'. In the Southern United States marijuana usage is uncommon (except at schools in the Southwest) but the exceptional Southern student who does use the drug considers himself superior to devotees of another popular campus intoxicant: beer.

Goldstein (p. 115) found the emphasis in the Midwest United States was on a homegrown marihuana. The Midwest students who used the drugs were designated by Goldstein (1966, p. 233) as "often conscious rebels, enamoured of the ritual and cool of the experience, rather than the properties of the drug itself." Goldstein (p. 233) further explained that, "on campuses where a majority of the students came from Chicago, or the urban East and West coasts, marijuana provides an easy identification with urban origins, a conscious declaration that 'I am not a farmboy; I do more than drink'."

On the American West Coast, where marihuana was by then (1966) taken for granted on some campuses, Goldstein (p. 233) stated that "the push seemed to be toward psychedelics." Goldstein further commented that the California police officials admitted that "drug experimentation had spread from the campus and into the community itself." Goldstein (p. 233) after interviewing many people considered "the aim of West Coast people in taking LSD was neither consolation escape, or revelation, but pleasure. Nothing more."

Simmons and Winograd (1966, p. 62) stated that:

The greatest participation (of marijuana smoking) is among West Coast Youth, then the East, then the Midwest, and least in the South, with the degree of generational fragmentation following the same order...

Ivy League Drug Taking Patterns

From the research of several writers it is evident that drug use is extensive in Ivy League campuses. Because of the extensive student drug use in Ivy League campuses, because these campuses are older, established, and usually respected institutions of American educators, and because there appears to be more information regarding student drug use on these campuses than in other regions of the United States, the writer has decided to write more concerning student drug use in this geographical region.

Two of these writers who will be primarily quoted here are William Surface (1968) and Richard Goldstein (1966). Although their books are somewhat old and their research designs lacked rigorous standards, their findings are probably among the best and most accurate studies we have to date. Most of their findings were from interviews with students, and also with school administrators and the police.

Columbia University

Surface (1968, p. 76) reported that:

Interviews with deans, undercover investigators, and students leave two impressions. One, no less than sixty percent of Columbia's students have tried marijuana or amphetamines at least once, and about twenty to twenty-five percent continue to use these drugs once or twice a week or more. Two, eight to ten percent of the students have tried LSD and about forty percent of those or roughly four percent of the student body still use the drug.

To further illustrate the drug situation at Columbia, Alex Platt, Associate Dean for Student Affairs, (in Surface, 1968, p. 76) explained that, "Five years ago drugs were a negligible part of a job like this. Today they're just about the number one problem on campus."

Cornell University

Surface (1968, p. 107) quoted Richard B. Thaler, a New York district attorney, who said, after considerable investigation, that he estimated that "twenty percent of the Cornell students had used drugs in 1966, and 65 or 70 percent in 1967 had tried marijuana at least once." Thaler further stated (p. 107) the way things are going (in 1968), 90 percent of the college students in this town will have smoked a marijuana cigarette. They're still going strong for LSD."

Cornell students (in Surface, p. 107) contended in interviews, (1967 mostly), that "about half of the students they know (or know about) have smoked at least one marijuana cigarette."

Yale University

Robert Arnstein (in Surface, 1968, p. 27) chief psychiatrist at Yale's Department of University Health, in late 1966, received 320 replies to his 400 questionnaires to Yale students, and found 19.1 percent of the male undergraduates admitting that they had used marihuana. Several individuals later indicated that they didn't answer the questions correctly for fear of implications.

Surface (1968, p. 27) also told of the undergraduate reporters for the Yale Daily News who passed out 1,000 questionnaires in Yale's dining rooms in May, 1967, and the 541 replies showed that "35.1 percent - or about 1,432 at Yale, admitted that they had used marijuana. Moreover, 10.5 percent of the men said that they had also used LSD; 13.7 percent had experiences with hashish; 6.8 percent had taken amphetamine pills, and 1.7 percent had used heroin." It is interesting to note that freshmen were the most frequent users of marihuana, indicating that students had begun to experiment with drugs at an earlier age.

Surface (1968, p. 28) stated that:

By Thanksgiving of 1967, enthusiasm for marijuana at Yale had almost doubled from the previous semester - indicating that nearly 70 per cent of Yale's students had smoked at least one marijuana cigarette.

Harvard University

Use of drugs at Harvard University has been widely published in the popular press. Goldstein (1966, p. 64)

claimed that Harvard University, "unintentionally assumed the role of parent to both the New Frontier and the college drug scandal." Surface (1968, p. 50) found that after interviewing students, physicians, and undercover agents, that they claimed that "approximately 75 percent of Harvard's undergraduates had smoked marijuana or swallowed amphetamine or methamphetamine tablets." The same group claimed that 15 percent of Harvard's students had experimented with LSD and half of this category were predominantly freshmen and sophomores. Surface (1968, p. 50) stated that "Many juniors and seniors admittedly found LSD 'almost too powerful'."

Princeton University

Surface (1968, p. 90) reported that "drugs were not as voluminous at Princeton University as at Harvard." The main reason appeared to be Princeton's more rural location as contrasted with urban Harvard. Their attitude toward marihuana and other drugs seemed to be quite similar however. According to student reports, (in Surface, 1968, p. 92) it wasn't until "the 1966-67 school year that Princeton students stopped talking about marijuana like it was a novelty." In a survey done at Princeton, (reported by Surface, 1968, p. 92) in April 1967, "35 per cent of the students admitted using marijuana. By April 1968 it was estimated that probably 50 per cent of the students had tried marijuana." Because 91 per cent of Princeton's undergraduates eat,

socialize, study and loaf in the fifteen eating clubs, drug researchers found "a high degree of comradeship which facilitated 'group smoking'." (Surface, 1968, p. 92).

Dartmouth University

Even the most isolated college in the Ivy League, Dartmouth College, located in the placid, heavily shaded, and remote town of Hanover, New Hampshire, had "it's share" of illegal drug use. It takes longer for drugs to arrive at Dartmouth, and Surface (p. 101) felt that it's utilization rate was usually thought to be less than the other Ivy League schools. Surface (1968, p. 103) offered an explanation when he said "Only students, not geographical location, can keep drugs off the campus."

Why?

Why was (and is) the consumption of marihuana so common on the Ivy League campuses, especially Harvard? Many contributing factors could be listed like -- the pressures of study and competitive grade standards, the impersonality of the universities, the necessity of youth to express themselves, the lacking of goals and challenges of many students, youthful rebellion against adult norms, and the excitement of doing illegal behavior. All of the above factors appeared, to the writer, to be valid contributing factors to drug use. Authors Goldstein (1966) and Surface (1968) both emphasized that the sharing and communicating

process among the drug users was another very important factor in marihuana smoking. Goldstein (p. 75) quoted an anonymous Harvard student who said "the whole thing is the kids you smoke it with."

Author Richard Goldstein and Nevitt Sanford, professor of psychology and education at Stanford University, both felt that the easy sociability in any coeducational institution was missing at the Ivy League school. Since women were not readily accessible, the male students mostly ate, slept, and learned among men and men only. As a result, according to Goldstein (1966, p. 73) "the dominant social group (fellow male students) became a substitute for an earlier moral authority, and the students became deeply influenced by the student culture of the university."

Commenting further, Sanford mentioned the plight of the late adolescent who (in Goldstein, 1966, p. 75) "must face not only the pressures of a 'status' education on an Ivy campus, but also the aggravated sexual tensions which 'stag' living may sometimes bring about."

In addition to a different student life at other Boston schools, whose campuses were coeducational, so was the use of marihuana. It was more causal, less exhibitionistic, and much less an instrument of sexual prowess than it was at Ivy League schools. One student at Northeastern University (in Goldstein, 1966, p. 76) said that "We don't try to impress anyone here. We just smoke for the fun. We leave the magic Indian rites to the guys across

the river."

The use of marihuana at the "seven sister" womans' Ivy colleges seemed related to contacts within the Ivy universities. The girls experimented very little at their colleges, but did become "delighted participants" when they attended common pot parties at Yale, Harvard, and Columbia. The girls seemed to look on pot as a "masculine business". One girls Ivy-Leaguer said: "Men search, women follow. I don't know why, but the whole ritual around pot is a man's business." (in Goldstein, p. 79).

Because most of the marihuana was used in small close-knit groups, any approach to limit it's success at Ivy League schools must be realistically done through the small peer group. If the method used was punitive, it would probably lead to increased secretiveness on the part of the users. It would also romanticize drug usage and increase it's attractiveness for the group-hungry college students.

American Midwest Drug Taking Patterns

Drug use at the Chicago campuses up to 1968 was generally quite secretive. Dealers met customers at coffee bars (especially in the Hyde Park section of Chicago), but they usually did not smoke pot there, or make a 'connection'. Because of the intimate and secretive nature of drug experimentation estimates of drug use were hard to make. Some people estimated (in Goldstein, 1966, p. 117) that "10

to 15 per cent of the University of Chicago students were involved in rare consumption up to 1968."

Goldstein (1966, p. 117) felt that "by early 1968 about 80 per cent of the students on Chicago campuses knew what marijuana was all about. The only thing that most people did not know, was where to get marijuana." It is expected that the situation has changed considerably by now (three years later - 1971).

Smoking marihuana at the University of Chicago appeared to be a community thing and not a classroom affair. It was a thing you do with your friends, in your own apartments, and on your own time.

Goldstein cited several cases of colleges in the Midwest U.S.A. where rumors circulated from time to time about drug experimentation, but neither the administration nor the student leaders really knew how much fact was behind the rumors. For most students, the only acceptable manifestation of student rebelliousness and status was liquor. Goldstein (1966, p. 124) claimed that "The alcohol culture thrives in the Midwest, with much of the same mystique that surrounds marijuana at Harvard."

According to Goldstein (1966, p. 125) most dedicated student drug users were urban, and disappointed and frustrated not only at the comparative lack of drug use on most Midwest campuses, but also at their 'slow pace' of campus life generally. These 'city hippies', as Goldstein termed these urban drug users, felt that many students who used

drugs in the Midwest colleges merely dabbled occasionally and only pretended to be enjoying the experience. As a result, many of the urban drug using students tried to bring their home cultures with them, and groups of drug users formed. Or, the other common alternative, for some urban drug using students, was to migrate to a few chosen institutions with reputations for drug use and 'hippies'. Goldstein (1966, p. 126) claimed that "the University of Wisconsin, Antioch College and the University of Michigan were Midwestern American schools which had some attractiveness for East or West Coast drug using students."

As a result, the so-called 'hip' student usually faced a Midwestern campus whose 'cool' or highlighting experience was getting drunk. He also usually faced an administration which held the view that the use of drugs was forbidden by law and that they would act accordingly when cases of drug infraction took place.

As a result, the hippy pothead (in 1966) was a rarity on most rural Midwest campuses. Goldstein (1966, p. 24) summarized the situation by stating that "the beer guzzler, the sexual stud, and occasionally the socialist or agnostic, are Midwestern symbols of rebellion." Marihuana was only beginning to attain a social importance in the group structure of the rural Midwest college in 1966. Things were changing however at some of the larger campuses in the late 1960's and at a faster pace at some colleges and universities. Goldstein (1966, p. 29) concluded that "the

drug taking scenes at some colleges were associated with rebellion and hostility." At other schools, Goldstein felt that most drug users appeared to be "contented, and at other times ambivalent".

A study, done in early 1968 by Bogg and others, in eleven Michigan high schools found actual marihuana use rates ranging from no drug use to 33 percent, being lowest or non-existent in rural areas and highest in urban areas. Four of the urban schools reported approximately 11 percent usage. The urban high schools reported approximately 3 percent to 7 percent of the students had used such substances as morning glory seeds, glue, diet pills, aspirins, and cough medicine to get high. Consumption of alcohol beverages varied from 49 percent to 81 percent and there were no consistent rural-urban differences. The authors of this experiment reported that the Michigan high school drug users in this study had adopted a style of life somewhat resembling the hang-loose ethic. The Michigan drug users appeared to be mostly not "copping out" or withdrawing from society. Instead Bogg (1968, p. 42) saw their drug use "mostly represented a social form of recreation far removed in nature from the traditional problems of narcotic addiction or alcoholism". The writer felt that these student drug users appeared to be curious, wanting to try new experiences, and were somewhat irreverant toward conventional society and hence they adhered partly to the hang-loose ethic.

American West Coast Drug Taking Patterns

In California, marihuana use, according to Simmons (1966, p. 62) and Goldstein (1966, p. 167), was more common than in any other American state. Goldstein (1966, p. 167) claimed that "Among many Californians, marijuana had achieved a degree of status which it had in no other state (even in 1966)." Goldstein (p. 168) further stated that consumption of marihuana in California cut across economics and social lines far more than it did in any other state.

Because of the availability of marihuana in California, law enforcement was difficult if not impossible. College students used it, so did some adults, and also some children. Pushers usually did not hang around schoolyards; instead they waited for the school children to come to them.

Goldstein (1966, p. 167) felt that "Californians were more casual about taking pot because they did not feel as threatened by nonconformity as the Easterners." Goldstein (p. 167) further added that "Some of their toleration for diversity might have come from a greater degree of economic security." The writer interprets these statements to mean that Goldstein felt that Californians tended to feel more free to experiment and try out new trends and practices because of their being less tradition-bound; and because they were more financially secure they were more often able to turn their time and attention to other

pastimes.

Goldstein (p. 168) stated that "if there is a California ethic, it is to avoid conclusions, nibble everything, and experiment."

Students from the other Western states definitely had consumed drugs too, but in those states the utilization rates appeared to be much the same as in the Midwest.

When American West Coast students talked about drugs, they almost always mentioned California. That state held a unique position for marihuana users. Goldstein (p. 167) concluded that:

In the other Western states, pot was still (by 1966) something alien, used by a conscious student majority; (while) in California it entered the entire culture as well as on campus.

Goldstein (1966, p. 177) claimed that when the students from the University of California (Berkeley campus) were asked why they smoked marihuana, most claimed they did it for pleasure. Some students claimed they smoked marihuana for social reasons. A few said that it provided insights into coping with life at the complex Berkeley multiversity

Most Berkeley campus students questioned in a 1966 survey reported by Goldstein (p. 178) estimated that over one half of the students would have tried marihuana at least once by graduation. Estimates ran as high as 80 percent among graduate students. Berkeley campus students claimed that 15 to 20 percent of the student body had

tried another nonaddictive drug, usually LSD or peyote, at least once.

Heroin appeared to not be used to any appreciable extent in the Western States.

Goldstein felt that the "LSD cult" had begun in parts of California by 1966. The writer understands the "LSD cult" to include, in addition to the consumption of LSD, the accoutrements of the psychedelic subculture -- including underground literature, poster art, and rock music. Darton (1971) claimed, some years later, that coastal universities such as Harvard and Berkeley, which led the way not only in drug usage during the mid-1960's, but also in the LSD cult, including the accoutrements listed previously, appeared to be tired, or at least they were becoming increasingly weary of the accoutrements. Darton (1971) quoted a student, who supposedly was representative of most Berkeley campus students, who stated, "College students are tired of the whole cult thing." The same student further declared that "We use drugs because we dig it, not because of the pseudoreligious subculture crap." It appears that by 1970 the popularity and acceptance of the accoutrements (poster art, underground literature, rock music, etc.) of drug usage, especially LSD, had faded considerably, especially at the University of California (Berkeley campus) and the Ivy League campuses.

The administrators of the California campuses, like

administrators elsewhere, were concerned about the illegality and questionable safety of these drugs consumed by students.

Canadian Drug Taking Patterns

The most obvious fact concerning student drug use on Canadian campuses is the lack of statistical studies -- especially at the post-secondary level. The few studies completed so far have given us only a vague idea of what has happened at some places at specific times.

These studies agreed with the LeDain Commission which clearly indicated that all areas of the country are affected by drug usage, and that drugs are readily available in the cities, in many towns, and in many colleges and high school campuses. Because of this availability each young Canadian must decide for himself whether or not he will use drugs, because the chance will probably come his way.

Unwin (1968, p. 2) reported that "Canada experienced a 30-fold increase in cases involving marijuana from 1965 to 1968 -- and the majority of people involved were young, under 25, many under 20." In late 1968, Unwin (1968, p. 2) stated that "unofficial estimates in Canadian universities suggested that 15 to 20 percent of the students had tried marijuana at least once." Unwin thought that the figures for LSD among university students would be much lower -- the average around 2 percent.

More specifically, Unwin (1969, p. 9) estimated that in 1968 the following percentages of undergraduates at some Quebec universities used one drug (usually marihuana) at least once: "McGill University, 28.5 percent; Loyola College of Montreal, 15 percent; and Bishop's University, 19.55 percent." Unwin (p. 9) claimed that United States universities tended to have similar incidence rates, with such cities as San Francisco, New York, and Boston having higher rates than the national average. In Canada, he said Vancouver, Toronto and Montreal usually had the highest rates.

Gormely (1970, p. 58) stated that "A survey by the Addiction Research Foundation of Ontario among 12,000 high school students in London, Ontario, found in 1968 that 16 percent had used drugs." This same study showed that 68 percent of the high school students used alcohol and that 46 percent used tobacco.

The following table compares the utilization rates of various drugs for two samples of Canadian secondary school students, reported by Whitehead (1969). The Metropolitan Halifax sample consisted of 1606 grades 7, 9, 11, and 12 students who completed a 144 item questionnaire in April, 1969. The Metropolitan Toronto sample, who completed essentially the same questionnaire one year previously (May, 1968), consisted of 6,447 grades 7, 9, 11, and 13 students. This common questionnaire was designed and researched by the Ontario Addiction Research Founda-

TABLE 1

INCIDENCE OF DRUG USE BY HALIFAX AND
TORONTO SECONDARY SCHOOL STUDENTS

Type of Drug	Toronto Sample 1968 % of Use	Halifax Sample 1969 % of Use
Tobacco	38	47
Alcohol	46	40
Marihuana	07	07
Stimulants	07	06
Tranquilizers	10	06
Glue	06	03
Barbituates	03	03
LSD	03	02
Other Hallucinogens	02	02
Opiates	02	02

tion staff.

The data presented above do not show the differentiating patterns of drug use as one moves from grade to grade. However, the general trend for Halifax students was an increase in use rates from grade 7 to grade 11, with a decrease between grades 11 and 12 (except for marihuana use being highest in grade 12). Peak rates were found in grade 11.

The Toronto data were not characterized by a single dominant trend in peak rates. Six of the drugs (marihuana, glue, opiates, stimulants, LSD, and other hallucinogens) had peak rates in the ninth grade.

A survey conducted in the early summer of 1968 among

high school, college, and university students in the province of Quebec, carried out under the auspices of the Universite de Laval Medical School and the Quebec Department of Education, indicated that about 10% of the students had at least one experience with a "soft" drug. This same Laval survey suggested that, of the students who had at least one experience with the "soft" drugs, half had gone on to further use of the drugs. Unwin (1968) reported a similar utilization rate in a survey conducted in Montreal in November, 1967. In the same article, Unwin reported that "some Winnipeg high school reported a 2% to 5% rate of sniffing glue and allied substances."

In a survey of six school districts in the province of British Columbia, sponsored by the Narcotic Addiction Foundation of British Columbia, in early 1970, the following utilization rates were found for 4,092 secondary students in grades eight to thirteen (reported in Table 2).

It should be noted that within the six British Columbia school districts drug use varied widely from district to district. One must therefore avoid making generalizations to the whole province or even to sections of the province. The authors were not permitted to name the six school districts involved in the study (see Russell, 1970).

The authors of the study indicated that the use of marihuana was mostly experimental, and that the use of the drugs appeared to be related to the other drugs.

The Narcotic Addiction Foundation of British Columbia,

TABLE 2

INCIDENCE OF DRUG USE BY BRITISH COLUMBIA
SECONDARY SCHOOL STUDENTS

Type of Drug	Percentage of Use for B.C. Grade 8 to 13 students
Alcohol	46
Cigarettes	42
Marihuana	20
LSD	07
Methedrine	04
Heroin	01
Glue	12
Tranquilizers	27

in a report published in October, 1969, stated that most indications pointed to a twenty percent drug utilization rate among the province's high school population. The order of drug preference was: tranquilizers, marihuana, solvents, LSD, methedrine. The Foundation reported that the majority of drug users used two or more drugs; many were multi-drug users, but not necessarily at the same time.

Surveys conducted by University of Winnipeg sociology students among high school students for three consecutive years illustrated again the steadily increasing use of drugs by Canadian youth. Gormely (1970, p. 58) reported that "The 1967 drug use (rate) was slightly less than five percent. In 1968, it was 14.5 percent and the 1969 figure was expected to rise to 20 percent."

Preliminary results (in Gormely, 1970, p. 58) of a 1969 survey by Finer and Weiss, interns at a Calgary hospital, were that "25 percent of Calgary high school students had experimented with LSD or marihuana, and up to 10 percent were regular users."

These figures were similar to results of a questionnaire completed by 652 grade 11 and 12 students in one Edmonton high school. Gormely (p. 58) reported that:

Twenty-five percent of the boys and 12 percent of the girls reported that they had smoked marijuana at least once. About 13 percent of the boys and eight percent of the girls said that they used LSD, and about 20 percent of all students said they would like to try LSD.

A survey among 75 percent of the students in the University of Toronto law school revealed that two-thirds of those who smoked marijuana did so for the first time after starting the law course. Gormely (p. 56) stated that: "Of the 303 students surveyed, 35.9 percent had smoked marijuana at least once, and 78.9 percent wanted the laws liberalized."

A survey completed by the Canadian Home and School and Parent-Teacher Federation found drugs had been used by over 9 percent of the 2,252 high school students sampled. Just over 8 percent had smoked marihuana but 74 percent said they intended to try it.

Gormely (p. 56) stated that:

This (above survey) concluded that the average drug user has more family conflict than the non-user. He has greater access to alcohol. He is slightly

less contented but more confident than the non-users. He is an average student, prone to travel after high school, and is generally more creative and quarrelsome.

During the first week of November, 1968, a questionnaire dealing with drug use, attitudes to drugs, and related questions was distributed and collected at Bishop's University, Lennoxville, Quebec. Of the 619 questionnaires completed, the authors reported that 121 or 19.55 percent indicated that at some time the respondent had used marihuana. About 90 percent of the marihuana users appeared to have done so since beginning university, and about 20 percent of this sample had used it only once in their university years, and 45 percent had not used it during the present year. This project was done under the supervision of the then Professor I.L. Campbell, and was reported in January, 1969. Dr. Campbell is now a member of the Le Dain commission of inquiry into non-medical drug use.

It is interesting to note that there was a definite and close relationship between student use of marihuana and the income and educational level of the student's father. The results showed that the higher the income of the father's the higher was the percentage of student's use of marihuana. The same relationship was seen between the educational level of the father and student drug use.

All three student samples at Bishop's University (marihuana smokers, non-smokers and the total sample)

clearly indicated that curiosity and group influence or pressure were the two main reasons that the university students started to smoke marihuana.

About 3.2 percent of the total sample at Bishop's University had taken morphine, heroin or codeine for a non-medical reason; as compared to 11.6 percent of the marihuana smokers, and 1.2 percent of non-marihuana smokers.

The three samples again differed regarding their patterns of cigarette smoking. Twenty-nine percent of the marihuana smokers did not smoke cigarettes as contrasted with 59 percent of the non-marihuana users, and 53 percent of the total sample.

The alcoholic consumption patterns of the three samples were more similar. Over thirty percent of the marihuana users drank alcohol once a week, as compared to 25 percent of the non-marihuana users, and 26 percent of the total sample.

The attitudes to drug use of the three samples of students at Bishop's University again indicated some very evident differences as illustrated in Table 3.

As one would expect, marihuana users felt, moreso than non-marihuana users, that legal penalties for the use and possession of marihuana and LSD should be removed. Again marihuana users felt less strongly, than did non-marihuana users, concerning possible risks and damage done by marihuana on the user of the drug.

Gormely (1970, p. 57) added (considering the survey

TABLE 3

COMPARISON OF ATTITUDES TO DRUG USE BY MARIHUANA
 USERS, NON-MARIHUANA USERS, AND TOTAL SAMPLE OF
 BISHOP'S UNIVERSITY IN NOVEMBER, 1968.
 (N of 679)

Attitudes to Drug Use	% of Mar. Smokers	% of Non- Mar. Smokers	% of Total Sample
Yes, the legal penalties for the use of marihuana should be removed.	83%	46%	53%
Yes, the legal penalties for the possession of marihuana should be removed.	85%	44%	52%
Yes, marihuana should be available under controls similar to those that apply to alcohol.	83%	44%	52%
Yes, the possession and use of LSD and similar drugs should be legal.	17%	07%	09%
Yes, those who use mari- huana run some risk of becoming addicted to it.	14%	42%	36%
Yes, the continued use of marihuana is likely to cause psychological damage to the user.	30%	55%	50%
Yes, in relation to alcohol, I consider marihuana to be much more dangerous.	02%	19%	16%

taken at Bishop's University) that "The largest number of marijuana users had at least 70 percent averages in their high school graduating year, and most marijuana users had fathers whose incomes exceeded \$15,000 a year."

John Wozny, a graduate student at the University of Alberta, did a considerable amount of research concerning drug use among the students at this University in 1970. Results from his research indicated that about twenty percent of these students from several faculties had used marihuana once or oftener. Wozny tested about forty students, in the spring of 1970 from two "science" technologies at the Northern Alberta Institute of Technology in Edmonton, and found a similar utilization rate of marihuana use for these students. This utilization rate (twenty percent) is similar to the results found by the writer in his stratified random sample of 333 students at the same Institute of Technology tested in February, 1970, to be reported upon in Chapters III and IV of this thesis.

Concluding Statement on Extent of Student Drug Use

In much of the research done in the areas of student drug use, there was a lack of sophisticated methods for surveys and the other types of research, and a strong bias introduced by nonresponse to mailed questionnaires or by loaded or leading questions. In spite of these problems, Blum (1969, II, p. 17) stated:

There has been a range of agreement that among urban college students, somewhere between 15 percent and 25 percent have tried marijuana by mid-1967. At that time (1967) less than half had ever been regular users; about a fourth of the non-using students were toying with the idea of trying it.

It seems to be commonly accepted that from 1967 to 1971 a rapid increase occurred in the number of college students using marihuana. Blum (1969, II, p. 17) stated that "from 1967 to 1969 a rapid increase occurred in the number of college students experimenting with marijuana." In early 1971 Darton reported that:

In a Gallup poll, based upon interviews in December (1970) with over 1,000 students on 61 campuses, 42 percent said they had tried marijuana. The figure is almost double that for 1969 and eight times higher than 1967.

The interviews that Darton referred to were done with students, educators, policemen, and drug pushers on campuses across the country. Marihuana appeared to be the most widely used and the most accepted drug used by students. Darton (1971) explained that:

Marijuana is the common denominator among all groups. It's use is so widespread that prosecutions for possession has been relaxed at a number of colleges, and in the minds of many, it has been declassified as a narcotic.

In 1969 Blum (1969, II, p. 17) concluded that, in comparison with marihuana, "Hallucinogens appear to have been consistently less popular, although their use has also increased." However LSD and other hallucinogens users must not be discounted simply because there were fewer of them. Blum (1969, II, p. 18) further stated that:

Perhaps up to 15 to 20 percent of the undergraduates in some colleges - and more in some high schools - have taken LSD or want to take it in spite of its sometimes very bad outcomes.

From 1969 to 1971, the use of LSD and other hallucinogens appear to have decreased in many colleges as well as the practice of the LSD cult, including the accoutrements. Darton claimed that "The popularity of psilocybin, amphetamine, mescaline and LSD is declining in many colleges." Darton further explained that "For many (colleges), the period of massive hallucinogenic experimentation, with its trappings of cultism and faddism is over." Darton (1971) also added that "At Berkeley, the taste for red mountain wine is so common that empty gallon bottles turn up wherever young people have gathered." Darton also told of a concoction of beer and bourbon, known as a "boilermaker", which appeared to be quite common at Yale University.

Prial (1970) explained that wine is "considered an effective medium for prolonging a marijuana high..." Prial (1970) also stated that "sweet wines are said to cut the bitter taste of drugs."

"In some parts of the country", explains Prial, "marijuana appears to be making inroads on the sale of liquor." To illustrate this phenomenon, Prial quoted a beer distributor in Denver who said that "1969 sales at one college tavern were down 27 percent from a 1967 base. They were also down 53 percent at a second place near a campus and 71 percent at a third."

Concerning hard-narcotic use by college students, Blum (1969, II, p. 17) explained that their use (except for opium) was rare. Darton (1971) however, explained two years later, that "Heroin appears to have made some alarming inroads."

Several authors seemed to feel that through 1966 and 1967, most users of illicit drugs had begun their experimentation in college and that most use was learned from peers - mostly upperclassmen. Goldstein (1966), Blum (1969), Nowlis (1969), and other authors stressed that most drug use occurred as a group activity imbued with group meaning. They also were careful to point out that drug use does not necessarily signify rebellion, escape, or alienation. Blum (1969, II, p. 8) stated that "successful and active students could be involved in illicit drug use fully as much as deviant or fringe-element students." Graduate students, especially married and career-oriented people, appeared to be less involved in illicit drug use.

Based on several research studies done from 1966 to 1969, Blum drew some conclusions concerning student drug use in North America (primarily the United States). One definite trend, according to Blum (1969, II, p. 18) was the

Expansion of illicit drug use not only very considerably in age and "sideways" in the sense of within college-age or class groups, but also upward as well into the echelons of unmarried graduate students.

Blum also reported on the appearance of increased regular

use of marihuana as opposed simply to experimentation. It appears that drug use is one of the things which a young man or woman living in an already illicit drug-using society learns to do.

Blum (1969, II, p. 15) made a very important point when he stated that:

Since marijuana use (or any other drug for that matter) is primarily a social phenomenon and its adoption is part of a series of rapid changes in the youth cultures, it responds to those kaleidoscopic events which shape social movements, fads, symbolic expressionism, and other features of the high school (or college) age.

The relatedness between student drug use and social styles, fads, and ideas has been a common theme of many researchers of the drug movement.

Canadian authors also have made statements regarding drug use by youth, and students. Unwin (in Gormely, p. 60), one of the foremost Canadian drug experts, has said that:

Drug users can be from any segment of Canadian youth. There is a ready supply of drugs through pushers in the student population and in places frequented by students. Everyone who wishes has an opportunity to experiment.

Unwin (in Gormely, 1970, p. 66) also stated that: "the major meaning of the marijuana issue, at least, was its use as a challenge to the establishment. It was a rallying flag for things that disturb youth."

Solwish (in Gormely, 1970, p. 66) spoke of the alternatives for youth becoming fewer. Solwish mentioned the "dull routines of a matchbox society, of the

impersonal communication, the loss of meaning, and the anxiety about the decreasing chances for meaning and value." "The need for escape, and small-group closeness" argues Solwish, as well as the "search for pleasure has given rise to a subculture based on drugs."

And a last comment from Schwarz (in Gormely, p. 67), a psychiatrist at the University of British Columbia:

The most seductive claim for young people who are caught up in the natural anxieties of developing adolescence, is the claim that drugs will give them instant maturity, that somehow, suddenly, they are going to grow up by using this drug and won't have to go through all the trials and tribulations of the adolescence.

Implicit in much that has been said is the prediction (in Blum, II, p. 380) that:

Student drug use will continue to expand and that as these students grow older, many forms of drug use now considered deviant or dangerous will become part of what otherwise-respectable adults do.

FACTORS INVOLVED IN STUDENT DRUG USE

Many contributing factors are involved in student drug use. The use and abuse of drugs by students as an issue is both very broad in scope and very complex in nature. Consideration of its nature leads beyond direct effects to consideration of values, attitudes, life styles, orientations and philosophies. The several factors involved extend beyond the schools and campuses to involve-

ment of home and parents, and a wide variety of community agencies, as well as many local and national movements and attitudes.

Or put another way, Nowlis (1969, p. xiii) stated that:

Anyone who wants to understand student drug use must be prepared for complicated answers. Drug effects depend on the individual's personality, his transient state of mind, the dosage, his expectations, and the company he keeps, among other things.

Many researchers have experimented, consulted, and reported on the relative merits of the several contributing factors to drug use. After many studies, by many researchers, it now appears that it is possible to identify some of the contributing factors differentiating student drug users from non-users.

The following table, differentiating some of the factors involved in the use and the non-use of drugs, must be carefully and generally interpreted. This table might best be seen as representing two points on a continuum.

Much of the material used in this table was taken from Blum (1969, II). The conclusions listed in the table are found throughout Blum's long books. However, the epilogue (pages 361-381) of the book did review and summarize many of the contrasting factors discussed previously in earlier chapters of Blum's book.

Non-drug users can be characterized as being like the majority of the student population except for usually being somewhat younger, poorer, more conservative, more

TABLE 4

DEMOGRAPHIC COMPARISONS BETWEEN STUDENT
DRUG USERS AND NON-USERS

STUDENT DRUG USERS	as contrasted with	NON-DRUG STUDENT USERS
- generally older upperclassmen - age is continually lowering however		- usually younger than the total sample
- in arts and humanities or social sciences		- majoring primarily in technology or hard sciences
- irreligious		- more deeply religious (mostly Portestant)
- undergoing ideological shifts in opposition to conventional values		- ideologically stable
- politically left wing and politically active		- politically conservative, but inactive
- more surprised about life as they find it, and more pessimistic about the future		- optimistic about the future
- generally dissatisfied, and with lower school morale		- generally satisfied with what they are doing
- in opposition to their parents		- from close knit families
- from wealthier families		- from poorer families
- come from families with greater diversity of opinion, more distant relationships to children, more unresolved parent-child interpersonal crises, more family mobility		

TABLE 4 (CONTINUED)

STUDENT DRUG USERS	as contrasted with	NON-DRUG STUDENT USERS
<hr/>		
- more often recall being sick as a child, having eating problems, and claiming that their parents had little concern over their childhood health		
- more often their parents were intensive users of marihuana		
- more mind-interested, feeling-oriented, aesthetic and adventuresome		- more practically-minded, and decided
- less regard for rules and feelings or rights of others		
<hr/>		

religious, and more satisfied with present and future prospects. However, the longer they stayed in school, the more their abstinence tended to disappear and they blended into the drug-using group.

Drug users, on the other hand, were more willing to denounce and distrust conservatism and convention, and embark on a variety of new ventures.

Many researchers have debated on their diagnosis of what the dissatisfaction, pessimism, incomplete grades, drop-out trends, and major concentration in arts, humanities, and social sciences imply. Blum (1969, II, p. 376)

stated that:

Some claim that the above listed behaviors on the part of the student drug-users can be explained as 'alienation' of many drug users to society, and the 'establishment'. For some drug users, these trends do imply personal depression, confusion, anger, rebellion, inadequacy, and uncertainty. For other drug users, they imply a flexibility and lessened commitment to institute goals and rules, and an interest in unusual personal experiences, in new social experiments, and in the improvisations of new life styles. For some the essence of dissatisfaction and experimentation is a creative and challenging personal and social ethic.

Throughout the research we have seen that drug innovators and student users have appeared not only as change orientated and more removed from family closeness, but more dissatisfied and pessimistic. Again, added explanation is required because, as Blum (p. 374) pointed out, "Their expressed dissatisfaction often indicates an awareness of a discrepancy between ideals and reality, between what they personally want to enjoy and what they must put up with, and perhaps, too, a need to gripe." There are however, several ways to interpret what the student dissatisfaction may imply. In any event, the drug users, in the several samples given, should not be viewed as people in despair or as undergoing acute psychological distress. Their own words expressing dissatisfaction, also hint at their appreciation of how much is good and gratifying about the world -- only that they want more or better aspects of it. As Blum (p. 374) said, "Their pessimism also indicates the confidence they have in themselves, their environment, and the rightness of their cause."

After interviewing students, police, and administrators, Goldstein (1966) considered most student drug users to simply be dabblers or occasional smokers (for example: weekend smokers, while only a few were potheads). Goldstein (p. 23) viewed potheads as "psychologically disturbed individuals who are likely to be ethnocentric, anti-authority, and vulnerable to progression to the use of more dangerous drugs."

As previously pointed out, Goldstein attributed the location and orientation of the University or College and the composition of its study body as being important controlling factors for the incidence of drug use. He noted the spread of marihuana and other illicit substances to rural and less elite institutions from the sophisticated urban schools which originally had the highest student use of marihuana.

Goldstein, (quoted in Blum, 1969, II, p. 10) like many other reporters, noted the emphasis on campuses was on smoking, as a social experience -- "one learned from others, done with others, and is meaningful since it is a shared value and experience." Smoking pot can be done, and is being done, almost anywhere. Blum (1969, II, p. 10) put it graphically when he said:

Any strong in-group, whether in Ivy League residence house, a Midwestern Fraternity, or a Californian cooperative may take up smoking.

Outward signs, such as beards, or beads, are not enough to signal who may use marihuana and who may not.

This "alienation" which is often displayed by costume and pronouncement, may, in itself, simply be a campus fad to which the student conforms. Students may appear alienated, because of their dress, but as an explanation for what they do, Goldstein held such "alienation" suspect.

Goldstein (1966, p. 231) said that the "student has adopted a style of alienation by assuming its emotional attitudes.... His connection with drugs... is just fadish."

The writer tends to agree with Nowlis (1969), Goldstein (1966), Blum (1969) and others that most student drug users and experimentors were not usually emotionally unstable or psychologically sick. Many of them were simply bored, unchallenged, disillusioned, and had a feeling of hopelessness and helplessness because they saw society failing to deal with the urgent problems arising from man's inhumanity to man.

Some student drug users were bright enough and well enough organized and disciplined to combine a high level of responsibility and achievement in their academic work with occasional tendencies to regular drug use.

The authors mentioned above concluded that basically no marked dichotomy appeared to exist between those who use drugs and those who do not, between those who experimented and those who used drugs with some degree of regularity -- certainly not to the degree that all drug users deserved to bear the brunt of our wrath, and our preachments.

To illustrate this point even more, Goldstein (1966, p. 101) quoted "Meridian", the student newspaper of Hunter College in the Bronx. This student newspaper surveyed the campuses in 1965 on the use of drugs and found that:

the average marijuana user was beardless, dungaree-less, and guitarless. He was a respectable student, without severe emotional problems or disturbing qualms about where he was going. He did not consider himself a student rebel, and he used pot 'because it is fun', 'because it's a safe thrill', and 'because everyone does'.

Goldstein (1966, p. 24 and 25) outlined, in four large generalizations, his ideas concerning a personality type for the campus marihuana smoker. Goldstein stated that the campus marihuana smoker would be far different from the idea present in the minds of some adults - that of a "caveman neurotic".

Firstly, Goldstein (p. 24) stated that the campus marihuana smoker is "likely to be either apolitical or liberal,... in rebellion against society's values." Sexually, Goldstein (p. 25) stated that most marihuana users claimed to be experienced. Few students were virgins. Many found marihuana reduced their fears about sex.

Thirdly, and academically, Goldstein (p. 25) found marihuana users to "span the entire spectrum of grades." Lastly, Goldstein found student drug users to cut across all class structure, but he did find what he termed "differences in motivation." He said (p. 26):

Wealthy students are often most excited by the potential for self expression which drugs seem to offer; for the middle classes marijuana constitutes an easily available instruments of rebellion; lower income students, may find special release through drugs - social and economic tension...

Drugs, nevertheless, are being consumed by North American students and at a continually higher incidence rate. The writer feels, that many of the reasons for this increasing rate of drug use be traced to the problems of becoming adult in our North American culture(s).

Becoming adult involves many things which confuse, bewilder, and complicate steady, mature, and responsible development on the part of the students. Young people are commencing to substitute independence for dependence, individual identity for borrowed or assigned identity, and meaningful social relationships with a variety of individuals outside the family circle. Becoming adult also involves the development of a meaningful sexual identity and appropriate masculine and feminine roles, and a meaningful relationship to life and the meaning of life. The attainment of maturity also, involves the ability to postpone immediate gratification in the interest of long-range goals. It is at this period of development that the college student is encouraged to stay in school and extend his partial dependence even though he is physically mature and can be accepted into the armed forces. Yet he is denied full participation in society because of his educational program and financial needs. The student usually

cannot become involved in real, meaningful, and practical roles (such as positions of real authority in a job).

Many young people are weary of chasing the same carrot at the end of the same stick for sixteen years. They dream of getting out of the 'rat race' for a while. To quote Nowlis (1969, p. 23), "Some take a junior year abroad, others do a stint in the military, some just do 'something different', some keep their noses to the grindstones, hating it to various degrees, some flunk out, and some take a marijuana dropout on weekends."

Taking marihuana or LSD, or some other compound, invites them to do what they want to do, with the company of like-minded peers. They may consume drugs for any one reason or a combination of several reasons -- to rebel, to search for independence, or for identity; to satisfy both personal and social relationships, for personal values, or for a meaningful religious experience.

In an effort to briefly consider some contributing factors to student drug use discussed by several authors, in condensed form, the following are now listed:

1. Goldstein and Surface mentioned the location and the orientation of the school as being important factors in determining the utilization rates and styles of drug use.

2. The widespread availability of drugs is a very important factor contributing to student drug use. Louria (1969, p. 24) described America as a "society" dedicated to progress through chemistry." One study suggested that

the average household may have as many as thirty drugs in its medicine cabinet. Louria (1966, pp. 76-77) felt that physicians themselves contributed to the situation by over-prescribing sedatives and tranquilizers. Louria (1968, p. 22) described our Northern American society as 'medicine orientated'. Wahl (1967, p. 319) agreed with Louria.

3. Related to the above point is the emphasis on hedonism and what Louria (1968, p. 17) called the "selfish materialism" of the 1960's, where the here and now predominates over the goal directed behavior or deferred gratification. To maintain the pleasure principle, one thrill must replace another in quick succession.

4. Another important aspect of current society is its accepting attitude toward risk. All too often this risk taking attitude was based on irrational thinking, habit, hunch, impulse, mood, or inadequate information. An objective description of the risks involved in drug use may serve as an effective deterrent to some students, but have no effect or even the opposite on others, especially to students growing up in a society which accepts risk.

5. Nowlis (1969), Simmons and Winograd (1966), as well as most authors pointed to the explosion of the population and urbanization, secularization, and the pluralization of moral standards as contributing to the impersonality and confusion of our society; especially young people. As a result, some type of escape, such as drugs,

is turned to by an increasing proportion of the population.

6. These trends of increasing size and complexity, and increased impersonality and dehumanization meant a lack of meaningful relationships with important adults, in all aspects of life, especially in the educational world. It appeared that true education (as defined by Sanford) as being "liberating and differentiating and making every individual from every other..." was too often not realized. It was because of this perceived lack of meaningful relationships that some students, in frustration, turned to drugs.

7. The explosion of communication, technology, and the mass media resulted in what Keniston (1967) called "stimulus flooding" - a constant bombardment of information, of points of view, of advertising, of happenings everywhere on earth and outer space -- more information than any man can process, more stimulation than can be tolerated. The confused and overwhelmed student had to relax somehow. Some turned to drugs.

8. The weakening of the Protestant ethic and the emerging of the "do-your-own-thing", hang-loose ethic has correlated quite highly with student drug use according to some studies. More will be explained concerning this development in the next section of this thesis.

9. Inconsistent adult reactions to youthful behavior and practices have resulted in youthful disgust, antagonism, and frustration, as well as increased drug use.

Adults typically reacted with rage, dismay, moralism, and punitiveness when they heard of student drug use according to Nowlis (1969) and Louria (1968). The hypocritical fact is that it is adults, not students, who are the main consumers of tranquilizers, pep-pills, addictive sleeping pills, brain damaging drugs -- like alcohol, and cancer producing agents like cigarettes.

10. A general lack of communication among everyone -- scientists, laymen, parents, and children, and everyone else -- has meant that misunderstanding and confusion have continually clouded the 'drug issue'.

11. The 1960's and 1970's (so far) have been called an age of permissiveness where each person is allowed more freedom to do what he pleases, (at least in comparison to the recent past). This permissiveness has resulted, the writer feels, in increased drug experimentation, especially on the campus. This increased permissiveness might be partly the result of a lack of leadership, and a lacking of heroes and models, on the part of our youth. Ford (1970) claimed that "one-third of today's youth have no heroes."

12. Because conventional religion appears, to many students, to reflect many of the distasteful trends of society, they are attracted to Eastern religious traits with its emphasis on mysticism and personal religious experience. Students want a personally meaningful part in a world that they often see as full of aggression, dis-

crimination, poverty, alcoholism, and hypocrisy. They want a "frontier" in which to find adventure, challenge, and opportunity. Nowlis (1969, p. 27) explained that "Some of them are rejecting the jungle and withdrawing into the inner world." In other words, these youthful drug users claim that drugs help them in their religious experience. Nowlis suggests that the result of the drug use is sometimes disastrous.

13. In a message broadcast, June 14, 1970, on the Hour of Decision (produced by the Billy Graham Evangelistic Association), Rev. Leighton Ford mentioned "instantism" -- the demanding of immediate solutions of our problems, and the manipulative roles played by professional agitators on young students, as being two more important contributing factors to student drug use.

In considering these many factors involved in student drug one must never lose knowledge of the facts that responses to drugs depend on temporary states of the individual as well as on factors in his immediate environment.

Barber (1967, pp. 142-143) said that the effects of drugs depend on three things, namely: "(1) the pharmacology of the drugs; (2) the personality of the drug user; (3) the social setting." In order to understand drug use and act purposefully and beneficially, we need to understand and hopefully control these three situations.

We may conceive of many of the foregoing circumstances that contribute to illicit drug use as a set of vectors,

such as proposed in the schematic drawing (Figure 1). This figure summarizes in one short factual, understandable page, the contributions of many contributing factors to student drug use. This figure was copied, with the permission of the publishers, from Blum (1969, II, p. 369).

As was stated previously by Blum (1969, II, p. 380)

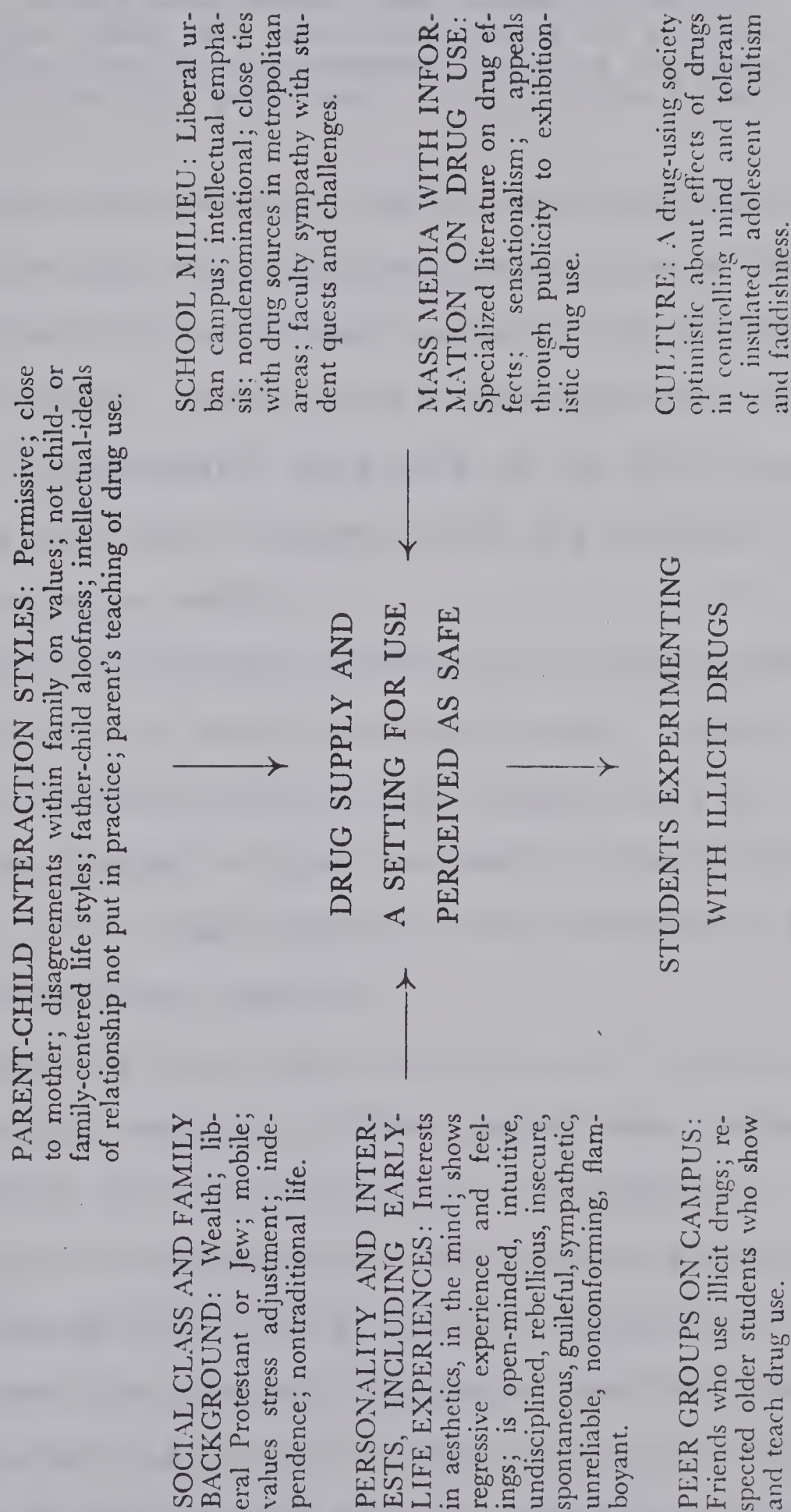
Many author's predict that drug use will continue to expand and that as these students grow older, many forms of drugs used now considered to be deviant or dangerous will become a part of what otherwise respectable adults do.

THE HANG-LOOSE ETHIC

Simmons and Winograd (1966, p. 4) described the hang-loose ethic as a "many-faced but unified theme that is now being re-enacted with variations in other cities and small towns across the country." These authors, who will be often quoted in this section of the thesis, saw the hang-loose ethic as a "minority group phenomenon", a "small (but growing) part of the American landscape", "a small part which doesn't reflect the quiet conforming Americanism of the majority of students and youth in even the most swinging locales."

In Chapter I of this thesis, the writer explained that the fundamental characteristics of this movement was irreverence. As described by Simmons and Winograd (1966, p. 12):

FIGURE 1 PRESENTATION OF VECTORS CONTRIBUTING TO
ILLICIT-DRUG USE BY STUDENTS



It (the hang-loose ethic) repudiates, or at least questions, such cornerstones of conventional society as Christianity, "my country right or wrong", the sanctity of marriage and premarital chastity, chastity, civil obedience, the accumulation of wealth, the right and even competence of parents, the schools, and the government to head and even make decisions for everyone - in sum, the Establishment.

This irreverence, which aroused the ire and condemnation of the population, not only violated the mainstream institutions and values of conventional society, but challenged their very legitimacy. Adherents of the hang-loose ethic (hang-loosers, or happeners) even went so far as to assert their rightness when they disagreed with the standards of their parents or other adults.

Hang-loosers reflected a good deal of dissatisfaction toward many of our more traditional roots. Basic premises about the world and the way it works were no longer taken for granted or given automatic allegiance. In other words, (p. 7) many Americans were "hanging a bit loose" from conventional America.

Even though the hang-loose ethic is still in the process of forming and emerging, it does embody some values, guiding principles and characteristics. To convey a fuller picture of its development, the previous ethics from which it emerged will now be briefly discussed.

For the past few centuries Europeans and Americans have been characterized by most writers as human beings who subscribed to and lived by what is termed the Protestant ethic. This way of life stressed the more somber virtues,

like the quiet good feeling of a hard day's work well done, and the idea that the good man always more than earned his pay. Simmons and Winograd (p. 8) claimed that believers in the Protestant ethic practiced "a kind of fierce pragmatism in which the hard and fast, here and now, seeable, touchable, aspects of reality were the only things given the name of reality." Moderation in almost every aspect of life, was stressed. Simmons and Winograd (p. 9) stated that according to the Protestant ethic "Moderation was raised almost to a first principle of ethics. It was a mandate on how to conduct your life." Anything which veered very far from this somber dignity in oneself and one's accumulations was thought of as bad and suspect.

At about the turn of the present century, North America began to undergo a secularization which involved a dwindling of the force of religion, the work ethic, and the rather still personal code and belief in moderation which surrounded it.

Then after the Second World War, especially in the urban areas, Simmons and Winograd (p. 10) claimed that the social ethic (or the sociable ethic) grew up. It was a secularization of the Protestant ideology combined with a feeling of comfort and goodwill which is easier to generate in a more luxuriant society. The leaders of the 1950's were veterans of hard times and even though they enjoyed some affluence, they also remembered prior times.

As a result, the social ethic was marked by moderation, a minimum of risk, along with a joining of parties and allegiances in order to reduce the chance of great failure. It was still taken for granted that getting ahead in the Establishment was the thing to do, and that the accumulation of material wealth was a good thing in and of itself. The sociable ethic, especially when contrasted with the hang-loose ethic, was quite bland, and it distrusted the exceptional and bizzare.

Yet even as the sociable ideology was crystallizing and taking hold, and Eisenhower was virtually proclaiming moderation the cornerstone of the American national policy, a new kind of "feeling" was beginning to stir across the land according to Simmons and Winograd (p. 11). It was especially in the late 1950's that this new kind of feeling which had many ties with the past, but which was also new, began to develop. Hip talk and its accompanying philosophy was beginning to be picked up, and this was a sign of the hang-loose ethic. It was mainly the 1960's when the hang-loose ethic really emerged and spread throughout North America. The three change-producing trends of urbanization, secularization and pluralization of these times greatly advanced the rapid change in beliefs and attitudes which helped move North America into the "hang-loose age".

There are a few characteristics and codes of values running through the hang-loose philosophy which will now

be briefly discussed.

Irreverence

Probably the fundamental characteristic of the hang-loose ethic, irreverence has already been mentioned. This irreverence challenged the conventional beliefs, attitudes, and customs of North America society. In fact, this irreverence was so 'developed' that youths no longer hung their heads in shame, but asserted their rightness to their elders. To even go further, the hang-loosers went beyond being openly aggressive or challenging. They reached a level of disrespect so thorough-going that they sometimes withdrew and didn't even bother to push their cause. In other words, Simmons and Winograd (p. 13) claimed that "their own assertiveness had become quiet, urbane, and indifferent toward the 'other morality'." As the authors said (p. 13), "To be defied is one thing; to be simply ignored and dismissed out of hand is something else."

Humanism

Hang-loosers claimed that people were precious and that their full development was perhaps the most worthwhile of all things -- more important than material wealth, and "getting ahead" or "becoming successful" in the so-called "conventional meaning of those terms." Instead of retaliating against their adversaries, however, they tried

to transform them into "fellows". This humanism, when combined with irreverence, produced a passive resistance toward the Establishment and the persuasive efforts of conventional actions. As a result, to quote Simmons and Winograd (p. 14) "The happeners are more transcendent than antagonistic; more indifferent and benevolently contemptuous than negative and bitter."

Personal Experience

A third basic aspect of the hang-loose ethic was the value received from personal experience. Happeners felt that a great variety and depth of experience is beneficial as long as you can handle it. It stressed the importance of enjoying the present and showed far less concern for the past or future. It also involved a mistrust of dogmas, principles, categorizations, and generalizations which they claimed tended to obscure the richness and enjoyment of life (p. 15).

Spontaneity

Hang-loosers placed considerable importance on directly experiencing oneself and the world, so spontaneity, with the ability to "groove" with whatever was currently happening, was a highly valued personal trait. The hang-loosers claimed that society was too rigid and uptight -- they were unable to be "spontaneous and 'let-go'." (p. 15).

Tolerance

The hang-loose ethic practiced on untutored tolerance to do whatever you want to as long as you don't step on other people while doing it. These happeners were really anarchists in that they regarded almost every restriction that modern man has devised as a limitation on people's personal growth. They regarded most restrictions or limitations as "girdles which weaken the muscles that they support. (p. 16)."

Equality

A fierce equality was practiced among the hang-loosers. Equality and tolerance were dispositions that permitted things and relationships to just happen without deliberate forethought and planning.

Their Music

Their forceful, direct, and candid music was, according to Simmons and Winograd (1966, p. 158):

A call for people to transcend the local sluggish, boring environment and proceed upward and onward to a better world. To shuffle off their mantle of preoccupations and hangups and come out where it is at.

This new music and its themes were (and are) running commentary on their own changing lives.

Their Politics

Their politics was, according to Simmons and Winograd

(p. 127) "The ideology of Concern and Action, Hung together with diffuse notions of humanitarianism." They desired for equality and freedom for all.

The hang-loosers had a three-fold gripe and they focused on civil rights, poverty, and peace.

They felt that they had to go outside the system however, in order to be really effective. They were dissatisfied with this rate of change in North American society.

Their politics did combine many positive qualities into one system as far as the writer is concerned, because of their seeming concern for equality, freedom and tolerance. One should also realize that the hang-loosers were usually well educated and belonged to an educated elite.

Their Ideas on Marriage

The hang-loosers viewed a man and a woman living together a more of a swinging affair, based on mutual involvement and fulfillment, rather than an execution of a solemn vow.

Their attitudes on this could be categorized (a bad word to a happenner) as liberalized. "Do what you want."

Their Ideas Concerning Education

As one would expect, the hang-loosers criticized education for its processes of sorting, categorizing and departmentalizing the student. They found fault with education for looking on the student as a means to meet

the demand of the social order, often neglecting the needs and potential of the individual student. The hang-loosers claimed that variety and possibility for personal growth were too often ignored by the education system. In essence, to quote Blum (1969, II, p. 12) "Educational institutions were too often molds for plastic flowers, not nurseries for growing flowers."

Hang-loosers appeared to agree with Paul Goodman (1958) that middle-class children were educational slaves of the system as described above. They (in Blum, 1969, II, p. 12), saw the university as a "service centre for society, one which reflects the 'power elite' rather than being a student-centered fair which is rich, nurturant, and uninhibited in its offering." Because of its shortcomings, adherents of the hang-loose ethic considered the role of education as a force producing frustration in the never-consulted, imposed-upon youths. This type of 'education' helped turn many young people to drugs according to the hang-loose ethic.

It appears that several other authors have also made critical statements similar to those who adhere to the hang-loose ethic. Postman and Weingartner (1970, p. xv) pointed out what certain well known and scholarly Canadian and Americans are saying about the institutions of education today. These authors stated that:

Marshall McLuhan says it's irrelevant. Robert Weiner says it shields children from reality. John Gardner says it does not develop intelligence. John Holt says it's based on fear. Carl Rogers

says it avoids the promotion of significant learnings. Paul Goodman says it induces alienation and Edgar Friedenberg says it punishes creativity and independence.

What a list of condemnations!

The Drug Scene

Taking drugs was the happeners' reaction to "a world gone sour." Drugs offered some attraction for those people tired of the mundane, the everyday, the uptight, social morality. The authors asked (p. 104) "Which is better, to have fun with Fungi; or to have Idiocy with Ideology?"

Simmons and Winograd (pp. 98-104) considered "the drug scene central to what is happening in America, the 'Crossroads of Conflicting Ideologies', the place where generational change most vividly thrusts itself forward..." Drug use was, they said, "an escape from the conventional world, a 'KICK' of an experience." No other youthful expressions of irreverence and rebellion was as controversial as drug use to the North American population.

The happeners drug users were seeking a new and different inner world. They said that drug experiences did change people and that the changes, brought about by drugs, were needed in the conventional world. They quoted Aldous Huxley (in Blum, 1969, II, p. 12) when he explained the need for "widespread training the area of cutting holes in cultural fences is now the most urgent of necessities..."

The "Ideal" Hang-Looser

Simmons and Winograd (1966, p. 17) described the ideal hang-looser as embodying traits which are difficult to combine. These authors (p. 17) stated some of these traits as

Being as spontaneous as a child, yet being always in control of oneself. This is the ambiguity of being cool. Being able to dig the ongoing present as it unfolds yet being able to get things done and maintain a competent life of fulfilled commitments and involvements. Being hang-loose from any constraining orthodoxy, yet being courageous enough to follow your own push whenever it may lead and wherever it may plunge you into.

Aldous Huxley, Ghandi, John F. Kennedy, Alpert, Leary, and Bob Dylan were some of their admirable people because they managed to "swing" in some eminent way, especially in spite of tough conditions.

This emerging ethos which seemed too heretical to many adults was partly a restatement of some of mankind's highest ideals and values, which all-too-often served as a covering rationalization for self-seeking exploitation. The hang-loose ethic was really distilled from many of the highest ideals of Western man and our national heritage, carried out to its logical conclusion.

The Public's Attitude

The public generally looked at the hang-loosers actions and happenings with mixed feelings of sympathy, amusement, and concern. Part of the public gave some sympathy and encouragement to the hang-loosers because they

realized that all is not well with the world. The older and less educated, especially in provincial regions, said concerning the hang-loosers (p. 77), that "Everything is rotten. The America I knew is gone forever."

As a group, the happeners were a minority; they didn't have positions of any real authority (p. 79), and they were "locked out of our society and must sneak in or make some special arrangements with the gatekeepers."

Some of the general public liked their music, and agreed with the happeners' disenchantment with American foreign policy. Some people got vicarious kicks when they heard about the psychedelic drugs and the weird people running loose. Many did admit, when pressed, that they wished they could do some of these things themselves, but they also said that this new freedom to do whatever you please had gotten out of hand.

The hang-loosers saw the future as theirs so they admitted that they had to wait their time.

Added Comments

Simmons and Winograd (1966) discarded the notion of alienation as applicable to the actions of the hang-loosers. They suggested that the happeners were comfortable and light-hearted and enjoyed good fellowship, even while opposing the established order and feeling demoralized in the process of growing up.

Simmons and Winograd had much more to say -- all of

it provocative and insightful, none of it blessed or cursed with statistics or well defined research studies. Their descriptions of the hang-loose youth conformed to what many other observers have also seen, yet one does not know for a fact that their characterizations of causes, feelings, and styles of life, or their estimates of drug-use incidence are objectively the case. Theirs is an interpretation of what is happening and for many it seems correct.

Many other authors, especially Hyde (1968), Carey (1968), Goldstein (1966), Suchman (1968), and Louria (1968) tended to see drug use on the college campus and the youth scene in ways similar to those of Simmons and Winograd (1966).

Suchman (1967) found a close association between drug use (primarily marihuana) on a California college campus and adherence to the hang-loose ethic. He found that the use of drugs was more likely to occur among those students whose behavior, attitudes, or values, and self-image were indicative of opposition to the traditional, established order. Whether this association between drug use and adherence to the hang-loose ethic is as clear and definite for this Western Canada sample (at N.A.I.T.) is the main concern of this thesis.

CHAPTER III

METHODOLOGY

THE SAMPLE

The original sample consisted of a stratified random sample of 500 students attending the Northern Alberta Institute of Technology (N.A.I.T.). Sixty-seven percent of the original sample, or 333 students appeared to fill out the questionnaire. Since this Institute of Technology had over 4,000 full time day students, in 47 technologies, the writer hoped to sample the opinions of about ten percent of these full time day students. No apprenticeship students, and no students from the Adult Vocational Centre (an adult high school then located on the N.A.I.T. campus) were included in the sample. The attitudes, beliefs and drug using practices of the technology students attending N.A.I.T. were the concerns of this thesis.

Some of the reasons for 33 percent of the original sample being absent when the questionnaires were filled out include:

- (1) Some of the students included in the original sample had already withdrawn from the Institute. According to the records kept by the Registrar's Department at N.A.I.T., approximately 15 percent of the students at N.A.I.T. had withdrawn from the Institute by the time of the questionnaire administration.

- (2) Some of the students were absent from school on the day of filling in the drug questionnaire. The writer contacted several administrators, instructors, and the registrar, and concluded that the average absency rate for N.A.I.T. was approximately 10 percent.

These first two reasons accounted for 25 percent of the 33 percent absency rate. The following two reasons, as far as the writer knows, accounted for the remaining 8 percent of the absentees.

- (3) Some of the students were not informed by their instructors to go to the place of writing on the appointed day.
- (4) Some of the students did not report for the filling in of the questionnaire, for various unknown reasons, even though they were fully informed.

THE PROCEDURE

A study designed to measure the utilization rates of several drugs taken by some of the students at this post-secondary Institute, combined with some interesting correlates, has been the goal of some students and staff since about September 1969. In December 1969 a study committee, consisting of five students and five staff was formed to organize and execute this study. From this group of ten people, two students and two staff members (the sub-committee) were chosen to report back to the larger group when they had designed, printed, and validated a drug questionnaire which could be administered to a random sample of the student body of this school.

The four member sub-committee (which included the writer) decided to adopt the basic format and content of a drug questionnaire administered to eleven high schools in the state of Michigan, in 1968, entitled "Drug Dependence in Michigan", hereafter referred to as the Michigan Study.

The sub-committee subtracted some inappropriate questions and changed the wording of other questions and statements of the Michigan Study in order to make these questions and statements more appropriate for the Canadian school setting of this study. The writer also added a number of questions for two main reasons: (1) to more adequately measure the various aspects of the hang-loose ethic, and (2) to derive an "irrationality score" for each respondent by asking each student to respond, on a sliding scale, to the eleven statements which Ellis (1963) defined as irrational and self-defeating. The "irrationality score" is not used in this study, while the questions measuring the degree of the students' adherence to hand-loose ethic is central to the results of this thesis.

After the above modifications were made to the original Michigan Study, the writer revised the format so that the results of the questionnaire could more easily be keypunched, validated, and computerized.

The sub-committee then had thirty copies of the revised questionnaire printed and randomly administered to thirty students. The students were asked to answer the questions, and offer their suggestions concerning any

changes and modifications that they felt would make the questions more understandable and meaningful. The suggestions of the thirty students were then discussed and partially implemented along with the several changes proposed by the writer and the other staff member and students.

The sub-committee then reported back to the committee in late January and received formal approval for their actions from the joint ten member student-staff committee. Five hundred copies of the final copy of the questionnaire were then printed, collated, and stored for their February 10th, 1970 administration.

The students (subjects) selected by the stratified random sampling process were informed on the morning of February 10th by their instructors that they were requested to go to the gymnasium (N of 300), or to the auditorium (N of 200), to fill in a questionnaire dealing with students' attitudes and behaviors.

The instructors were previously informed by their department heads which students to release from classes to answer the questionnaire. The department heads received a letter from the school president asking for the cooperation of the department heads, instructors, and students in order to secure truer results for this study. A copy of the president's letter is included in Appendix B.

Of the 500 students invited to fill out the questionnaire a total of 333 (a completion rate of 67 percent) complied. Reasons for the completion rate were explained

previously.

The questionnaire was administered by the students with the assistance of the writer and another student counsellor. It was felt that the respondents would co-operate more fully when the administration of the questionnaire was done by their fellow students with the supervision of some staff members. The introductory letter, placed at the front of the questionnaire, was read to the students before they answered the questions, in order to assure the respondents of our sincerity and the strict confidentiality of the whole project.

The completed questionnaires were then key-punched and verified on data cards. These results were later analyzed by the computer.

THE DATA GATHERING INSTRUMENT

After revising the original Michigan Study the committee (which included the writer) felt that unnecessary questions were eliminated, questions which appeared to confuse respondents were clarified, and the "forced choice" questions were improved so the respondents were given a relatively full range of ideas or alternatives to choose from.

The writer and the other members of the committee were very concerned that confidentiality be assured and that the trust and co-operation of the students be achieved.

The letter of explanation on the cover of the questionnaire stressed the fact "that great care has been given in setting up this study to conceal your identity and assure every participant that his questionnaire can in no way be identified." The students were asked to not record their names on the questionnaire. The students were also informed that the results would be used to assist students and staff to better understand the drug scene today and make realistic and helpful plans.

Several fictitious drugs were added to the list of drugs on pages 25 to 27 of the questionnaire. These fictitious drugs were added in order to "catch" any student who might respond to these questions in a false or careless manner. Any student who responded positively to the statements that he had consumed fictitious drugs might well be regarded as suspect.

After looking at some of the responses to question 82 (Why do you drink alcoholic beverages?", and number 110 (Why do you smoke marihuana?" they seemed, to the writer, to contain "expected and typical" answers to these two open-ended questions.

The questionnaire consisted of 40 pages and 229 questions, requiring, in almost all cases, a checking off of a response most true for each student. Almost all of the students finished the questionnaire in less than one hour. The questionnaire consisted of personal information questions, questions about the students' attitudes, beliefs,

values, and questions concerning the students' use or non-use of cigarettes, alcoholic beverages, and certain specified drugs. The questionnaire is included in Appendix A.

CONCEPTUAL AND OPERATIONAL MODEL

One important variable in this study was the frequency of drug use as reported by the student respondent. The other major variable was the degree of adherence to the hang-loose ethic as determined by a series of questions designed to measure (1) behavioral patterns, (2) attitudes and values, and (3) self-image and personality.

The behavioral patterns referred to such acts as taking part in such activities as activist groups, anti-war campaigns, rock festivals, and reading underground newspapers. Such behaviors were seen as being "non-conformist" and indicative of a rejection of traditional society on the part of the student and subject to the disapproval of the representatives of that society. The attitudes and values studied were drawn from the educational area (i.e., desire for scholarship, student involvement in education, etc.), the political area (wars, the draft, abolishing the monarchy), and the social area (family relations, youth involvement, life goals). Lastly, the student's self-image (personality) was studied in respect to rebellion, conformity, cynicism, and his feelings of mistrust toward

the Establishment. It was hoped possible to compare and contrast his self-image with the established order.

The hypothesis then was, that the more the student embraced the hang-loose ethic (as opposed to the Protestant ethic) in all three aspects or areas as explained above -- that is, behavior, attitudes, and self-image; the more frequently he would make use of drugs.

TECHNIQUES OF DATA PRESENTATION

Descriptive Statistics

These statistics, to be included in Chapter IV, are concerned with the utilization rates of the various drugs mentioned in the questionnaire, especially cigarettes, alcohol, and marihuana. Certain demographic comparisons such as age, sex, population of hometown, choice of technology, type of family, and religion are also included since it is expected that the use of drugs will vary significantly by some of them.

Since marihuana is by far the most commonly used drug by this student sample, this thesis is mainly concerned with marihuana consumption.

Analytical Statistics

The relation between student drug use and adherence to the hang-loose ethic for the student sample at the Northern Alberta Institute of Technology is compared in

Chapter IV of this thesis. The three correlates or aspects of the hang-loose ethic, as explained previously, the behavioral, the attitudinal, and the self-image are analyzed and related with drug (marihuana) use or non-use by the student samples. The behaviors, attitudes, and self-image of both the student marihuana users and non-users are compared in order to measure their allegiance and adherence to the hang-loose ethic, and hence test the hypothesis of this thesis. The levels of significance (chi square) between the responses of the marihuana users and non-users for each correlate of the hang-loose ethic are indicated for each response.

LIMITATIONS OF THIS STUDY

The student sample for this study consisted primarily of post-secondary students who were quite highly selected on such variables as intellectual, social, economic, educational status, and background. Because of these factors, it is unwise to generalize the results of this research to the general population, without careful re-examination.

Furthermore, the type of school and its location are two other very important determining variables that should be taken into consideration when drawing conclusions and generalizing the results. It seems possible that students at this Technical Institute located on the Canadian prairies might have different utilization rates

of drug use in comparison with other student samples, and that the student drug users at N.A.I.T. might adhere to the hang-loose ethic differently, or not to the same extent, as a student sample located, for example, on an Ivy League university or a California college or university. All of these limiting variables need to be carefully considered when interpreting the results of this study.

CHAPTER IV

RESULTS AND FINDINGS

DESCRIPTIVE STATISTICS

Before specifically analyzing the behavioral, attitudinal and personality correlates of the hang-loose ethic and relating them to the student drug use of this sample, some interesting and hopefully meaningful descriptive results will be discussed under the following headings: (1) prevalence of drug use; (2) alcohol, cigarettes and marihuana; (3) demographic comparisons.

Prevalence of Drug Use

Twenty-one percent of the 333 students (total sample) answered "Yes" to the question, "Have you ever smoked marihuana?" Less than one percent of the students smoked marihuana once or twice or oftener a week. It appeared that almost all of the marihuana smokers in this sample were infrequent users of the drug.

Table 5 contrasts the percentages of the total student sample, and the percentages of the marihuana smokers sample who have used the following drugs to get "high".

The results of Table 5 very clearly show that the utilization rates of the marihuana smokers were considerably higher for all the listed drugs except heroin. The

TABLE 5

PERCENTAGES OF TOTAL STUDENT SAMPLE AND PERCENT-
AGES OF STUDENT MARIHUANA USERS WHO USED THE
FOLLOWING DRUGS TO GET HIGH

PERCENTAGE OF TOTAL SAMPLE WHO USED THE FOLLOWING DRUGS TO GET "HIGH"		PERCENTAGE OF MARIHUANA SMOKERS WHO USED THE FOLLOWING DRUGS TO GET "HIGH"	
DRUG	PERCENTAGE	DRUG	PERCENTAGE
Hashish	13	Hashish	59
LSD	7	LSD	26
Mescaline or peyote	5	Mescaline or peyote	23
Amphetamines and methamphetamines	4	Amphetamines and methamphetamines	19
Methedrine (speed)	3	Methedrine	14
Caffeine	3	Caffeine	12
Barbituates	4	Barbituates	18
Opium	3	Opium	12
Aspirin	3	Aspirin	7
Heroin	3	Heroin	2

results indicate that most marihuana smokers did not limit their drug experimentation to only marihuana.

Cannabis sativa, in the form of two of its derivatives, marihuana (21 percent) and hashish (13 percent), appears to be the choice among this post-secondary student population despite its illegality.

Almost one half (45 percent) of the marihuana smokers first tried marihuana between September, 1968 and September, 1969, while the same number had first sampled it before September, 1968. A smaller proportion (10 percent) had

their first introduction to marihuana between September 1969 and February, 1970.

It appears that these smokers followed a common pattern concerning their introduction to marihuana. Two thirds of the sample reported that a person who they knew well and who was quite popular and well respected by his friends introduced them to marihuana. In half of the cases this person was a student, though not necessarily from the same school. About one half of the sample reported that they listened to music when using marihuana. Talking and visiting were other common activities accompanying marihuana use. Most marihuana smokers reported little or no difference in their desire for sexual intercourse when smoking. Most marihuana users reported little change in their personal problems and religious beliefs, since they commenced smoking marihuana. A third of the marihuana users (33 percent) noted that they have occasionally attained a freedom from the pressure of society.

About 61 percent of the marihuana smokers felt that its sale should be legalized, 16 percent felt its sale should not be legalized, while the remainder, 23 percent had not yet decided.

It was interesting to note that over one-third of the marihuana smokers replied that they did not expect to continue smoking marihuana. About 20 percent were undecided concerning their future use of marihuana.

By far the most common reason for not smoking marihuana

made by non-users was, "I have just not been particularly interested in this drug." Eighty-two percent of the non-users did not plan to try marihuana before the end of the coming summer (in the next six months). Sixty percent of the same sample reported that they never expected to use marihuana. A majority (60 percent) of the non-users of marihuana confirmed that they would not change their opinions of a friend who tried marihuana once, but only 18 percent of the same group said they would not change their opinion of a friend who became a regular user of marihuana.

Eighty percent of the total sample, as well as 80 percent of the marihuana users, felt that students at this school did not know enough about the physical effects of drugs. Both samples were very adamant that most of their parents (94 percent) did not know enough about drugs to advise their children. The samples appeared to respect the advice of a medical doctor or a university medical professor concerning the use and abuse of drugs. Counsellor's, minister's, and parent's advice were ranked much lower in respect.

About one third of the total sample reported that they were unfamiliar with laws related to marihuana, another third reported that they felt the laws were too lenient and needed to be made stronger and better controlled. The remaining third felt that the marihuana laws should be lowered or done away with for people over 21 years of age.

Alcohol, Cigarettes, and Marihuana

Several of the staff in the Student Services Division at the Institute have stated, over the past few years, that they feel that the consumption of alcohol by the students is a more serious problem than their other drug use. The students' feelings on this matter do not appear as decided. Thirty-eight percent of the total sample agreed, 34 percent disagreed, while 28 percent were undecided. Perhaps some students did not see alcohol consumption and other drug usage as problems of equal magnitude. Almost half (44%) of the total student sample regarded marihuana as harmful to the body, 23 percent saw marihuana as harmful to the body, while 33 percent stated that they did not know. Less than 1 percent replied that marihuana was good for the body. About the same proportion of the total student sample regarded marihuana as harmful to the mind and to the body. The questionnaire unfortunately contained no questions regarding the effects of alcohol on the human body.

A higher proportion of the marihuana smoking sample, as compared with the total sample, felt that the consumption of alcohol was a more serious problem than other drug use among the students at the school (61 percent to 38 percent). Sixteen percent of the marihuana smokers sample, as compared to 43 percent of the total sample, regarded marihuana as harmful to the mind. Approximately the same percentages were repeated when questioned about marihuana being harmful for the body. Three times as many marihuana smokers, as

compared with non-users, expressed their willingness to share marihuana with friends and acquaintances. The marihuana smokers, by an over two to one margin, over the total sample, felt that the laws regarding marihuana should be lowered and/or done away with.

The consumption of alcoholic beverages by the students was by far more common than the use of any other drug. When asked, "Do you drink beer, whiskey, wine, or any other alcoholic beverages?", 91 percent of the total sample replied "Yes". The same percentage of marihuana smokers replied "Yes" to the same question. The drinkers of alcoholic beverages of this Institute smoked marihuana at the same rate as the total sample, i.e., 21 percent. It appears that marihuana had not become a substitute for alcohol for these smokers, most of whom appear to be occasional users (dabblers) of marihuana. A majority of the marihuana smokers indicated that their use of alcoholic beverages had remained about the same since they started smoking marihuana.

The most common places for the students to consume their alcoholic beverages were at home, at a friend's place, and in bars or taverns. Very few of the student drinkers drank alone. Most drinking was done with friends. One third of the student drinkers admitted drinking more than their parents think they did, while just over one third (37 percent) said they told their parents how much they drink. Very few students only drank with their family at

home. Seventy percent of the students have vomited after drinking, 13 percent have been arrested for drinking, 30 percent passed out while drinking and the same percentage have been unable to remember where they were going or where they were because of their drinking. Beer, whiskey, wine, vodka, gin, and rum have all been consumed by over half of the total student sample.

Forty-seven percent of the students replied "Yes" to the question, "Do you smoke cigarettes?" Of the cigarette smokers, 40 percent smoked 10 or less daily, 38 percent smoked 10 or more daily, and 18 percent smoked about one package of cigarettes daily.

These cigarette utilization rates are similar to those compiled by Whitehead (1968, 1969) in his studies with junior and senior high school students in Toronto and Halifax.

Demographic Comparisons

The following demographic variables were considered. In both this section on demographic variables, and in the next section, the .05 level of probability (chi square) is used as being statistically significant. The writer notes that the .05 level has been generally used by many researchers as an acceptable level for statistical significance.

Sex

Males were about two and one half times as likely as females to have smoked marihuana once or oftener (24 percent to 10 percent).

Forty percent of the female marihuana users felt that the selling of marihuana should be legalized, while about 55 percent of the male users felt likewise. Almost half of the male users, as compared with about 10 percent of the female users, expected to continue smoking marihuana. Again, this sample, like most other studies, showed males with a higher utilization rate as well as a more accepting attitude toward continued use and the legalization of its sale to the public.

Age

Age was not a very important or differentiating factor concerning drug use. Students between the ages of 22 to 29 had slightly higher utilization rates than any other ages, but it was not statistically significant.

Population of Hometown

Urban students had a significantly higher utilization rate of marihuana use in comparison with rural students (significant at the .05 level). Students from hometowns of less than 5,000 population had an average marihuana utilization rate of about 13 percent, while the rate for hometowns of over 5,000 population was about 30 percent. Almost

half of the marihuana users came from a hometown of 100,000 to 499,999 population, and their utilization of marihuana was 29 percent. Both Edmonton's and Calgary's population were in this population range.

Technology Group

The student sample was divided into four categories or groups and one grouping of students had a significantly higher marihuana utilization rate (at the .01 level).

Students in category one, the business education technologies, had a utilization rate of 15.7 percent. By far the largest category numerically (consisting of 53 percent of the total sample), category two, or the technical technologies, where mathematics and sciences are stressed, had a utilization rate of 21.1 percent. The medical technologies, or category three, had a utilization rate of 16.7 percent. The fourth group, termed a miscellaneous category, had the highest marihuana utilization rate. It's rate was 43.8 percent. The obvious question is why did category four have such a high utilization rate in comparison with the other technology groupings or categories? An attempt will be made to briefly describe the type of students who comprised this category and explain the higher reported marihuana utilization rate of this group of N.A.I.T. students.

Generally speaking, the students in the miscellaneous category tended to be somewhat older students, students with

lower academic standings, and usually they were students who had experienced failures in previous attempts at getting a high school education; often because of a lack of interest in school and usually because they saw very little reason for further education at that time. They also usually experienced failures in employment endeavors.

Because of these past educational and employment failures, and because these students were usually in a lower socio-economic status, it appeared reasonable that their use of drugs would be significantly higher than the students in the other technology groupings because of their considerable uncertainty and frustration. Students in the other technology categories were generally younger, had achieved more academic successes and according to the observations of the writer, had probably experienced fewer family and social dislocations, and were more optimistic (sometimes more naive too) toward life generally, and had fewer reasons for an escape from the "cruel world".

The technologies in the miscellaneous category usually had lower pre-requisites, were one academic year or less in duration (except for one technology), and several were articulated with the apprenticeship system.

Popularity with Opposite Sex

The marihuana users tended to see themselves as more popular or very much more popular with the opposite sex in

comparison with their fellow classmates. This was significant at the .01 level.

Academic Average

The relation between academic averages at school and consumption of marihuana was not statistically significant.

Family Activities and Relationships

Marihuana smokers in this student sample were very clear in expressing a lack of shared family activities (significant at the .001 level). Two thirds of the marihuana users reported sharing few, very few, or no family activities.

Although not statistically significant, the marihuana users, as well as the non-users, were more negative when rating their fathers as a parent, in comparison when rating their mothers as a parent.

Cigarette Smoking and Alcohol Consumption

Almost all marihuana smokers smoked cigarettes (significant beyond the .001 level).

Seventy of the 71 marihuana smokers consumed alcoholic beverages. Since almost all non-users (236/269) consumed alcoholic beverages too the difference between the two samples was not statistically significant.

Educational Level of Parents

The slight relation between student marihuana use and the increasing educational levels of their parents was also not statistically significant.

Religious Preference and Beliefs

Marihuana smokers tend to be agnostic or non-participating more than either Protestant or Roman Catholic (significant at the .01 level).

When asked to check off the one statement covering their belief concerning a conception of God, the marihuana users were almost equally divided on this issue. Some said they believed in a personal God, others claimed they believed God is nature, truth, etc. - but did not exist in a personal sense, while others claimed to be agnostic, atheistic, or "other".

Summary

The results of this stratified random student sample at the Northern Alberta Institute of Technology were similar to results found elsewhere in North America in many ways.

This student sample showed higher marihuana utilization rates among males, urban students, agnostics, and with students who experienced a lack of shared activities with members of their families. Most marihuana users reported being introduced to the drug by a close and respected friend, and these users stressed the importance of

the group process when smoking marihuana. All of these results are similar to those reported by Blum (1969), Goldstein (1966), and other student drug researchers cited in previous chapters.

This student sample of marihuana smokers were almost all cigarette smokers and consumers of alcoholic beverages. They pictured themselves as more popular than most of their classmates with members of the opposite sex. The students in the one year or less technologies (category 4) had significantly higher utilization rates of marihuana than the other groupings of students. Although agnostic students had higher rates of drug usage, than Protestants and Roman Catholics, when students were asked to indicate their concept of God, the responses of the marihuana users were little different from non-users.

Age and average grades did not discriminate among drug users and non-users to any significant extent.

ANALYTICAL STATISTICS

This section of the thesis analyzes the three correlates or aspects of the hang-loose ethic - behavioral correlates, attitudinal correlates and self-concept correlates; and will relate these to drug use by the student sample. In all three aspects of behavior, attitudes, and self-concept (or self-image), the hypothesis is that the

more the student embraces the hang-loose ethic (as opposed to the Protestant ethic) the more frequent he will use drugs (marihuana).

The Hang-Loose Ethic - Behavioral Correlates

According to the major hypothesis it can be further hypothesized that student marihuana users will participate in hang-loose behavioral activities more than non-users of marihuana. The behavioral activities or correlates, which are examples of hang-loose activities, and which are analyzed in Table 6, include participation in activist groups, underground newspapers, anti-war campaigns, and rock festivals. The significance levels (chi square) of the differences between the two student samples is indicated for each activity. The .05 level of significance or better is recognized as being statistically significant for all of the entries measuring the various aspects of the hang-loose ethic in the Tables which follow (Tables 6-11).

The prediction made concerning student participation in the behavioral correlates of the hang-loose ethic and increased student drug use proved to be true in four of the five cases. When asked about participation in activist groups, 23 percent of the marihuana users replied "Yes", as compared to 11 percent of the non-users group. Alberta has offered few opportunities for involvement in underground newspapers, nevertheless, 7 percent of the marihuana users

TABLE 6

RELATION BETWEEN THE HANG-LOOSE ETHIC (BEHAVIORAL CORRELATES) AND MARIHUANA USE

Question	Behavioral Correlates of the Hang-Loose Ethic	Marihuana Users N of 71 (21%)		Non-Marihuana Users N of 262 (79%)		Significance Levels (chi square)
		N	Percentage of Marihuana Smokers Who	N	Percentage of Non-Marihuana Smokers Who	
45	Participated in Activist Groups	16	23	29	11	.02
46	Participated in underground newspapers	5	7	2	1	.01
47	Participated in anti-war campaigns	7	10	4	2	.01
48	Participated in rock festivals	29	41	38	15	.001
24	Have a failing school average	22	31	65	25	.70 (n.s.)

as compared with 1 percent of the non-users were so involved. Ten percent of the marihuana users were involved in anti-war campaigns, as compared with two percent of the non-users. Both student samples were more involved in rock festivals. The marihuana users had a 41 percent utilization as compared with a 15 percent rate for non-users. It appears from these results that drug use in the form of smoking marihuana has highly associated with "non-conformist" behavior. In all cases cited so far, the differences between the student drug using and non-drug using samples were statistically significant at the .05 level or better.

If we take a look at the students' grade average as an index of his academic behavior, drug use was somewhat more likely to occur among the poorer than the better students. The relationship however was not statistically significant.

The Hang-Loose Ethic - Attitudinal Correlates

If the hypothesis is correct for this student sample one would expect to find differences of marihuana use in relation to the attitudes and values for the two student samples, with a higher proportion of the marihuana users being "hang-loose". Educational, political, and social attitudes and values will now be investigated and analyzed.

Educational Attitudes and Values

According to the hypothesis, it follows that more drug use will be reported by students who are relatively antagonistic to the educational system and who are dissatisfied with the education they are receiving. The following table will show to what extent these drug users share hang-loose attitudes pertaining to education in comparison with non-users.

Results from Table 7 indicated clearly that marihuana smokers were significantly less concerned about learning as much as possible in school, and were less desirous for scholarship than non-marihuana smokers. These findings tended to agree with Simmons and Winograd's (1966) explanation of the hang-loosers general disdain for the conventional school system which they claimed usually stunted growth and an appreciation for life and living.

Both student samples however indicated an equal amount of participation in school activities. Although surprised at this particular result, the writer feels that it might be partly explained by the busy class and assignment schedules many students face during their short school careers at this Institute (one, two or three years), leaving little time available for other school activities. The non-existence of student residences and a scarcity of student services facilities at this Institute might be other significant factors discouraging many students from participating in school activities.

TABLE 7

RELATION BETWEEN THE HANG-LOOSE ETHIC (EDUCATIONAL
ATTITUDE CORRELATES) AND MARIHUANA USE

Question	Education Attitude Cor- relates of the Hang-Loose Ethic	Marihuana Users N of 71 (21%) N Percentage of Marihuana Smokers Who Agreed	Non-Marihuana Users N of 262 (79%) N Percentage of Non- Marihuana Smokers Who Agreed	Significance Levels (chi square)
14.02	Striving to learn as much as possible in school	5 7	36 14	.05
217.01	Desire for scholarship - very high grades	5 7	65 26	.001
49	Participation in school activities	23 32	82 31	.99 (n.s.)
206	Students should be allowed to evaluate their in- structors	56 80	181 70	.10 (n.s.)
210	Students should have equal representation with admini- strators and instructors on all boards and committees affecting the students	57 81	178 69	.05

The combined result of questions 206 and 210 indicated that the difference between student marihuana users and non-users was not significant when considering student involvement in educational planning.

While the results of Table 6 very clearly showed four of the five behavioral correlates of the hang-loose ethic and drug use for this student sample to be significantly related; the association listed in Table 7 between the educational correlates of the hang-loose ethic and student drug use were not quite as definite and conclusive.

Political Attitudes and Values

The prediction to be made concerning political attitudes and values, based on the hypothesis, is that student drug users will be more antagonistic toward much of the present day political practice than non-drug users.

Table 8 shows the relation between marihuana use and adherence to the political attitudes and values of the hang-loose ethic.

Concerning political attitudes and values, Table 8 shows us that drug use was significantly more likely to occur if the student was opposed to the military draft (78.5 percent of marihuana smokers as opposed to 57.6 percent of the non-users agree). A very significantly higher proportion of student drug users, as compared with the non-drug users, felt that the United States' conducting the Viet Nam War was immoral, (62.3 percent vs. 39.1 percent).

TABLE 8

RELATION BETWEEN THE HANG-LOOSE ETHIC (POLITICAL
ATTITUDES CORRELATES) AND MARIHUANA USE

Question	Political Attitude Correlates of the Hang-Loose Ethic	Marihuana Users N of 71 (21%)		Non-Marihuana Users N of 262 (79%)		Significance Levels (chi square)
		N	Percentage of Marihuana Smokers Who Agree	N	Percentage of Non-Marihuana Smokers Who Agree	
52	Participation in political activities outside of school.	10	14	14	5	.02
199	People should be able to decide whether or not to join the armed forces regardless of the situations facing a country.	55	79	148	58	.01
200	The way the United States is conducting the war in Viet Nam is almost completely immoral.	43	62	100	39	.001
201	Canada should abolish the monarchy.	38	56	108	42	.10 (n.s.)
208	The Canadian Indians have been looked after adequately by the white man.	21	30	66	26	.70 (n.s.)
216	Canadian laws are usually enforced equally.	11	16	86	34	.01

The student drug users felt that Canadian laws were not enforced equally to a significantly higher proportion than non-drug users (34 percent vs. 16 percent). The student drug users felt that Canada should abolish the monarchy more so than the non-users, but the difference was not statistically significant.

Both student samples had similar views concerning the treatment of Canadian Indians by the white man. The writer thought that the marihuana smokers would probably be more critical than the non-users toward the white man for his "inhumane" treatment of the Canadian Indian population since hang-loosers (who are more often also drug users) especially stressed humaness, tolerance, and spontaneity, and were generally irreverent toward the Establishment. On the other hand, the writer felt that the marihuana users might tend to prefer the Canadian Indian's more nomadic, more free and easy, and less involved and caught up in the "rat race" way of life, and might not be so critical of the white man since the white man has not yet forced the majority of Indians to assimilate into the white man's culture. Non-users of marihuana might not be as tolerant toward the Canadian Indians and might feel that the native population should assimilate into the majority culture of the white man. If this hunch of the writer is correct, the results of the two samples to this statement are more understandable.

Social Attitudes and Values

According to the hypothesis, one would expect student marihuana users, in comparison with non-users of marihuana, to be more critical of adults, to have less family activities and closeness, to be more tolerant of any action as long as no one is harmed, and be less concerned with the need to be competent and worthwhile. Hang-loosers typically, according to Simmons and Winograd (1966) have more family-dislocations, dislike labels attached to people such as 'competent', and they tend to be more tolerant and less judgmental of all human behavior.

Table 9 indicates the degree of correctness of these predictions.

The marihuana users, as predicted, were involved in significantly fewer family activities than the non-users (significant at the .001 level). These same marihuana users were significantly more critical with adults who were more concerned with making money than they were with loving, caring and establishing close relationships with the members of their families. The third significant difference had the student marihuana users more in favor of allowing any action as long as no one is harmed. In this case they showed their dislike for regulations and limitations. The marihuana users also reported significantly less family closeness. They also were significantly less concerned with what is termed "achievement" and "success" in living. The difference between the two student samples

TABLE 9
RELATION BETWEEN THE HANG-LOOSE ETHIC (SOCIAL ATTITUDES
CORRELATES) AND MARIHUANA USE

Question	Social Attitude Correlates of the Hang-Loose Ethic	Marihuana Users N of 71 (21%)		Non-Marihuana Users N of 262 (79%)		Significance Levels (chi square)
		N	Percentage of Marihuana Smokers Who Agree	N	Percentage of Non- Marihuana Smokers Who Agree	
60	Our family is close	32	45	159	61	.05
61	Our family does many things together	24	35	156	60	.001
197	Parents complain about the activities of their child- ren, even though their own behavior is hardly worth imitating	45	64	132	51	.10 (n.s.)
204	Adults generally are more concerned with making money than they are with loving, caring, and establishing close relationships with members of their families	37	53	106	41	.05
205	As long as no one is harmed any action or behavior should be allowed	26	38	39	15	.001
220	The main goal and purpose of life is achievement and success	26	37	139	54	.02

was not significant regarding views of hypocritical actions of parents (#197).

Another interesting finding in regard to social attitudes and values which appeared in this research disagreed with a claim made by Halleck (Time Magazine, 1967) that "Smoking marihuana has become almost an emblem of alienation."

Three questions designed to index alienation (in Table 10) showed no statistically significant relationships to the smoking of marihuana. Given the large number of significant differences found elsewhere when investigating the correlates of the hang-loose ethic, this lack of association between marihuana use and alienation is impressive.

The results concerning a lack of relationships between student marihuana use and alienation in this study was similar to the results of a study done by Suchman (1967) conducted at an American West Coast University.

Suchman (1967, p. 151) said that:

The hang-loose ethic, while it may represent antagonism to the conventional world, does not appear to create apathy and withdrawal. Subscribers to this ethic are not so much "anomic" in regard to society in general as critical of the existing "Establishment" in specific.

Simmons and Winograd said basically the same thing when they described the adherents to the hang-loose ethic. Rather than becoming depressed and alienated at a society they disliked, adherents of the hang-loose ethic attempted to (p. 14) "transform their adversaries into fellows". Hang-loosers were described as combining "good fellowship"

TABLE 10

RELATION BETWEEN THE HANG-LOOSE ETHIC (SOCIAL
ATTITUDES MEASURING ALIENATION) AND
MARIHUANA USE

Question	Social Attitude Correlates (Alienation) of the Hang- Loose Ethic	Marihuana Users		Non-Marihuana Users		Significance Levels (chi square)
		N of 69 (21%)	Percentage of Marihuana Smokers Who Agree	N of 262 (79%)	Percentage of Non- Marihuana Smokers Who Agree	
186	Young people can do very little to change their lives	15	21	59	23	.80 (n.s.)
189	Sometimes I feel all alone in the world	28	39	112	44	.70 (n.s.)
190	Often I feel that I don't have enough control over the direction my life is taking	24	34	89	35	.99 (n.s.)

with their other characteristics - irreverance, tolerance, humanness, and spontaneity. With characteristics such as these one wonders how they could be alienated as well.

The research studies cited previously reported by Blum (1969), Nowlis (1969), Goldstein (1966) and others indicated that most student drug users were "normal" students-achieving, adjusted, and contented young people. Their research indicated that only a small minority of students drug users could be classified as alienated.

The Hang-Loose Ethic - Personality as Self-Concept Correlates

After carefully considering the several correlates of the hang-loose ethic, and after considering the hypothesis that there is a definite relationship between student drug use and adherence to the hang-loose ethic, one would expect that the more the student's self-image tends to be rebellious, cynical, and apathetic, the more likely is he to smoke marihuana. Conversely, the more his self-image or self-concept tends to be conformist, well-behaved, moral, and "square" the less likely is he to make use of marihuana.

Table 11 indicates the degree of correctness of these predictions.

These contrasts in self-image between marihuana users and non-users shown in Table 11 are mostly congruent with the previous findings in relation to the behavioral and attitudinal correlates. Such attitudes as disrespect for the law, the encouraging of doing anything as long as no one

TABLE 11

RELATION BETWEEN THE HANG-LOOSE ETHIC (PERSONALITY CORRELATES) AND MARIHUANA USE

Question	Personality Correlates of the Hang-Loose Ethic	Marihuana Users N of 71 (21%)		Non-Marihuana Users N of 262 (79%)		Significance Levels (chi square)
		N	Percentage of Marihuana Users Who Agree	N	Percentage of Non-Marihuana Users Who Agree	
191	Apathy, cynicism. Adults simply don't understand teenagers	40	56	88	34	.01
195	Cynicism, anti-establishment. Canada is run by middle-aged people and there is not much a younger person can do about it	23	33	72	27	.50 (n.s.)
196	Conformity, materialism. Making money is one of the most important things in life	31	34	102	39	.70 (n.s.)
197	Against Hypocrisy. Parents complain a great deal about the activities of their children, even though their own behavior is hardly worth imitating	45	64	132	51	.10 (n.s.)

TABLE 11 (CONTINUED)

Question	Personality Correlates of the Hang-Loose Ethic	Marihuana Users N of 71 (21%)		Non-Marihuana Users N of 262 (79%)		Significance Levels (chi square)
		N	Percentage of Marihuana Users Who Agree	N	Percentage of Non- Marihuana Users Who Agree	
202	<u>Anti-establishment.</u> Adults generally do not really listen and communicate with young people	36	52	88	34	.01
221	<u>Morality, justice.</u> Wicked people should be severely punished and blamed for their villainy	25	35	130	50	.01

is hurt, criticizing adults, parents, educators and the Establishment; coupled with such behaviors as participating in activist groups, anti-war campaigns, and rock festivals matched the self-portrait of the marihuana smoker as anti-establishment, cynical, and rebellious. If these traits are viewed as indicative of an underlying value system, it can be seen that the marihuana smokers in this sample came quite close to matching the hang-loose ethic, and contrasted quite markedly with the Protestant ethic which stressed moderation, chastity, hard work and diligence, a strong moral code, and the somber virtues. Since adults were and probably still are more influenced by the Protestant ethic than their young people who are more influenced by the hang-loose ethic than are their parents, it is more understandable to see the different viewpoints and resulting conflict between the generations.

These self-characterizations listed in Tables 6 to 11 certainly have lent face validity to the general public stereotyping the marihuana smoker as deviant and irreverant, and the marihuana user's stereotyping of those who do not use marihuana as "square" and "stuffy".

SUMMARY

In summary, these tables and words of explanation have shown the interrelationship, for this study, between

the various correlates of the hang-loose ethic (behaviors, attitudes, values, self-image) and the actual consumption of marihuana. It is quite clear that the more one's behaviors, attitudes, and personality (self-concept) conform to the hang-loose ethic, the more likely one is to use marihuana.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The main purpose of this thesis was to measure and contrast the behaviors, attitudes and values, and self-concepts of both student marihuana users and non-users in the student population at the Northern Alberta Institute of Technology (N.A.I.T.). In addition, the writer wished to compare and contrast these results with results obtained with other student populations in Canada and the United States.

The differences in behaviors, attitudes and values, and self-concepts between marihuana users and non-users of this sample were statistically significant ($p < .05$) in most cases. In the cases where the differences between the two groups were not statistically significant ($p < .05$) the differences were always in a direction (as they were when the differences were significant) indicating that the marihuana users were more irreverent, rebellious, and challenging toward the ideas supported by the Protestant ethic and the Establishment. In other words, the marihuana users at N.A.I.T. reported that they adhered to, and lived by the hang-loose ethic (as opposed to the Protestant ethic) much more often than did the non-users.

Simmons and Winograd (1966) described the adherents of the hang-loose ethic as attempting to cut themselves loose from the traditional customs and beliefs of the Establishment.

The hang-loosers were further described, by the same authors, as seeking to develop freedom from conformity and searching for new and rewarding experiences. In their efforts to achieve these goals, the believers in the hang-loose ethic expressed themselves in several ways, many of which were not approved by the majority of adults.

The N.A.I.T. marihuana users, in comparison with non-users, were significantly more involved in hang-loose activities or behaviors, such as activist groups, underground newspapers, anti-war campaigns and rock festivals. The writer concluded that the above behaviors constituted a means of expressing irreverence and youthful rebellion towards the restrictions, laws, and hypocrisy of the established culture; and also as a means to attain a degree of freedom from that culture. People participating in these behaviors were illustrating their adherence to the hang-loose ethic.

Marihuana smokers, as opposed to non-users in this student sample, were also considerably more irreverent to and critical of the present educational, political, and social systems. When it came to achieving academically in the educational system, the marihuana users were not as concerned as the non-users. The marihuana users were more critical, than were the non-users, of the armed forces draft system, and the way the United States was conducting the war in Viet Nam, as well as the way they felt adults were not adequately involving youth in decision-making of today's society. The users were very critical of the hypo-

crisy of adults who preached one thing and practiced another contrary way of living. The marihuana users were also more "hang-loose" in advocating that any action or behavior should be allowed as long as no one is hurt. The marihuana smokers in this student sample were generally more critical of anyone or anything that limited, prohibited, and disallowed the freedom of anyone to develop, grow, experiment, and do anything as long as others were not harmed. In all of these ways the marihuana smokers indicated a greater adherence to the hang-loose ethic than did the non-users group. These findings therefore appear to the writer to have significance for both sociological theory and social action, since they appear to support the interpretation of drug use as a part of a sub-cultural group way of life. Other research studies are of course needed to further support or discourage this sub-culture idea which appears to be gaining more support continually through the writings of several authors, like Engelmann (1969) and Nowlis (1969).

As suggested previously, the writer feels that much research should be done in various parts of North America in order to lend more credence to the theory of drug use and its relationship to a North American social and personal ethic. Perhaps regional differences would be so great as to create "regional variations" of a new North American ethic. The results of this present study did appear to indicate that N.A.I.T. student marihuana users, at the time of answering

the drug questionnaire, adhered to the hang-loose ethic in their behaviors, attitudes, and self-images considerably more than did the non-users. In most cases the differences between marihuana users and non-users were statistically significant at the .05 level (chi square). As far as the writer presently knows, no other Canadian study has been done specifically comparing student drug use and adherence to the hang-loose ethic. The results of the N.A.I.T. sample done in February, 1970, were similar to results found by Suchman in 1967 at an American West Coast University, although Suchman's results appeared to indicate that the West Coast American student drug users had an even closer adherence to the hang-loose ethic than did the students at this Western Canadian Technical Institute.

The results of this research also indicated that the N.A.I.T. marihuana users tended, more often than the non-users, to be urban, male, agnostic, in a one year technology, and in favor of a good time. The marihuana users also reported sharing fewer family activities than non-users, and they reported being more popular with members of the opposite sex.

It is interesting to note the similar profiles contrasting drug users and non-users that this research discovered and those found by Blum (Table 5 of this thesis). Blum's research (1969) summarized a considerable amount of investigating concerning demographic differences bet-

ween student drug users and non-users done in many parts of the United States in the 1960's.

Recommendations for Further Research

In order to further clarify some points made in this thesis, and to extend our knowledge in the area of drug use and accompanying behaviors, attitudes and resulting social and personal ethics, the following topics in the form of questions are suggested for further research:

- (1) Are consistent student users of marihuana (or other drugs) more hang-loose than occasional users (dabblers) of marihuana?
- (2) When a significant portion of students live and behave according to the hang-loose ethic, what compensatory changes should be made in our educational, social, and political systems?
- (3) What kind of a social and personal ethic governs the lives of alcohol and tobacco users?

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APPENDICES

CONFIDENTIAL

The information in this report is classified "Secret" because it contains information that, if disclosed, would be of significant value to the national defense. The information is being provided to you for your information only.

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APPENDIX A

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February 10, 1970

Dear Student:

This questionnaire is a part of a study of what N.A.I.T. students know and how they feel about drugs and drug usage. Aside from misleading guesses and informal polls, little is really known about the subject. This study is an attempt to find out what the facts are.

We recognize and understand that there might be many reasons why you would not want to tell us how you feel about drugs and whether or not you have used them. Yet we need to know your honest reactions as a student in order to really get the facts. You need not fear giving us this information, because great care has been given in setting up this study to conceal your identity and assure every participant that the questionnaire he or she fills out can in no way be identified. For instance:

You are not to give your name anywhere on the questionnaire even if you want to.

There are no code numbers or other secret ways of identifying you as an individual.

Only the number of students who feel a certain way or use certain drugs will ever be made public.

Rumors, accusations and misunderstanding are not adequate. We believe it is better to come directly to the students with studies such as this. You can help by checking your answers on the questionnaire as completely and as truthfully as you possibly can. With your co-operation we will be able to better understand the current situation.

Thank you.

The Drug Study Committee
consisting of students and staff.

DIRECTIONS

Please answer the following questions by checking your honest responses in the spaces provided.

SURVEY OF N.A.I.T. STUDENTS'

ATTITUDES AND BEHAVIOR

1. How old are you? (That is, your closest age.)

- | | | | | | |
|------|-------|----------|------|-------|----------|
| 1.01 | _____ | 16 to 18 | 1.05 | _____ | 30 to 39 |
| 1.02 | _____ | 19 to 21 | 1.06 | _____ | 40 to 49 |
| 1.03 | _____ | 22 to 24 | 1.07 | _____ | over 50 |
| 1.04 | _____ | 25 to 29 | | | |

2. What is the population of your hometown? Check one.

- 2.01 _____ I have lived in the country mostly
- 2.02 _____ under 500 population
- 2.03 _____ 500 to 999
- 2.04 _____ 1,000 to 4,999
- 2.05 _____ 5,000 to 9,999
- 2.06 _____ 10,000 to 49,999
- 2.07 _____ 50,000 to 99,999
- 2.08 _____ 100,000 to 499,999
- 2.09 _____ 500,000 to 999,999
- 2.10 _____ 1,000,000 and over.

3. In what category is your technology included?
CHECK ONE.

3.01 _____ | Banking, Business Administration, Computing,
| Distributive, Medical Records, Secretarial,
| Teller Training.

3.02 _____ | Air Conditioning, Architecture, Biological
| Sciences, Building Construction, Chemical,
| Civil, Drafting, Electrical, Electronics,
| Exploration, Food Processing, Forestry,
| Gas, Heavy Duty Equipment, Industrial Pro-
| duction, Instrumentation, Materials, Plastics,
| Surveying Telecommunications.

3.03 _____ Dental Assisting, Dental Laboratory,
Dietary, Medical Laboratory, Medical X-Ray,
Respiratory, Social Services.

3.04 _____ Adult Pre-Technology, Baking, Cooking,
Host-Hostess, Meat Cutting, Millwork and
Carpentry, Office Machines, Photography
Radio and Television Arts, Radio and Tele-
vision Servicing, Sewing, Signwriting, Weld-
ing Pre-Employment, Adult Vocational Centre.

4. Do you presently have senior matriculation or univer-
sity entrance? In other words, do you presently have
the required grade twelve courses with a sufficiently
high enough average (at least a 60% average is needed
in Alberta) to enter a recognized university in your
province?

4.01 _____ Yes

4.02 _____ No

4.03 _____ I don't know

5. If you were fourteen or fifteen years old now, and
entering high school in September, would you try for
senior matriculation?

5.01 _____ Yes

5.02 _____ No

5.03 _____ I don't know

6. Please select the one statement below that best des-
cribes your feelings toward your choice of technology
(that is, the technology that you are presently in).
CHECK ONE.

6.01 _____ I feel that I made the best possible
choice of technology.

6.02 _____ I wish that I would have chosen a different,
but similar technology.

6.03 _____ I wish that I would have chosen a techno-
logy quite different from the one that I
am presently in.

6.04 _____ I wish that I had not come to N.A.I.T.

7. After you graduate (or leave) from N.A.I.T., what would you really like to do? CHECK ONE.

7.01 Go to university

7.02 Get a job

7.03 Get married

7.04 Other (specify) _____

8. After you graduate (or leave) from N.A.I.T., what do you think you actually will do? CHECK ONE.

8.01 Go to university

8.02 Get a job

8.03 Get married

8.04 Other (specify) _____

9. What kind of job do you think you will have three years after graduation?

10. (FEMALES ANSWER ONLY)

What kind of job do you think your husband will have three years after graduation?

11. (MALES ANSWER ONLY)

What kind of job do you think your wife will have three years after graduation?

12. If you were getting lower grades in your classes than you were used to, and wanted to talk to someone about it, who would you go to? CHECK ONE.

12.01 ☐ Friends

12.02 ☐ Brother or sister

12.03 ☐ Parents

12.04 ☐ Instructor

12.05 ☐ School counsellor

12.06 ☐ No one

12.07 ☐ Someone else _____

13. If several people who you thought were your best friends, began teasing you about your appearance or behavior, to whom would you go for advice? CHECK ONE.

13.01 ☐ Other friends

13.02 ☐ Brother or sister

13.03 ☐ Parents

13.04 ☐ Instructor

13.05 ☐ School counsellor

13.06 ☐ No one

13.07 ☐ Someone else _____

14. Different people strive for different things. Here are some things that you have probably thought about. Check the one thing that you consider to be the most important. CHECK ONE.

14.01 ☐ Pleasing my parents

14.02 ☐ Learning as much as possible in school.

14.03 ☐ Living up to (fulfilling) my religious ideals

14.04 ☐ Living up to my moral and/or ethical views

14.05 ☐ Being accepted and liked by other students

14.06 ☐ Having a good time.

14.07 ☐ Other _____

15. Do you think that you enjoy parties or dances more, less, or about the same as others in your class? CHECK ONE.

15.01 _____ More

15.02 _____ Less

15.03 _____ About the same

16. Compared to your classmates, how popular do you think you are with people of your own sex? CHECK ONE.

16.01 _____ Very much more popular

16.02 _____ More popular

16.03 _____ About the same as others

16.04 _____ Less popular

16.05 _____ Very much less popular

17. Compared to your classmates, how popular do you think you are with people of the opposite sex? CHECK ONE.

17.01 _____ Very much more popular

17.02 _____ More popular

17.03 _____ About the same as others

17.04 _____ Less popular

17.05 _____ Very much less popular

18. Of all the people you know, not including your parents, how many would you consider to be close personal friends? (With whom you could discuss personal problems.)

18.01 _____ none

18.07 _____ six

18.02 _____ one

18.08 _____ seven

18.03 _____ two

18.09 _____ eight

18.04 _____ three

18.10 _____ nine

18.05 _____ four

18.11 _____ ten

18.06 _____ five

18.12 _____ more than ten

19. Which of the following statements come closest to describing your feelings about yourself? CHECK ONE.

19.01 ☐ I would like to change a lot of things about myself.

19.02 ☐ I would like to change some things about myself.

19.03 ☐ I would like to remain just the way I am.

20. At what age did you have your first date?

20.01 ☐ Have never had a date

20.02 ☐ Under 12 years old

20.03 ☐ 12 to 13 years

20.04 ☐ 14 years old

20.05 ☐ 15 years old

20.06 ☐ 16 years old

20.07 ☐ 17 years old

20.08 ☐ 18 years old

20.09 ☐ over 18 years old

21. Have you ever gone steady?

21.01 ☐ Yes, once

21.04 ☐ Engaged

21.02 ☐ Yes, twice

21.05 ☐ Never gone steady

21.03 ☐ Yes, three or more times

21.06 ☐ Married

22. Are you going steady now?

22.01 ☐ Yes

22.02 ☐ No

23. If yes, how long have you been going steady?

23.01 ☐ Less than 1 month

23.02 ☐ 1 or 2 months

23.03 ☐ 3, 4, or 5 months

23.04 _____ 6 months to 1 year

23.05 _____ More than 1 year

23.06 _____ More than 2 years

24. Are your average grades at N.A.I.T. usually? CHECK ONE.

24.01 _____ 91 - 100%

24.05 _____ 51 - 60%

24.02 _____ 81 - 90%

24.06 _____ 41 - 50%

24.03 _____ 71 - 80%

24.07 _____ 40% or below

24.04 _____ 61 - 70%

25. What ONE thing do you like to do most in your spare time?

26. With whom do you usually do this one thing?

26.01 _____ No one, I do it alone

26.02 _____ A very close friend

26.03 _____ Two or more friends

26.04 _____ Parents

26.05 _____ Sister or brother

26.06 _____ Wife or husband

26.07 _____ Other _____

Here is a list of activities. Please check the ones that you have actually participated in.

27. Tennis

27.01 _____ Yes

27.02 _____ No

28. Ping-pong

28.01 _____ Yes

28.02 _____ No

29. Golf

29.01 _____ Yes

29.02 _____ No

30. Skiing

30.01 _____ Yes

30.02 _____ No

- | | |
|--------------------------------|--------------------------------------|
| 31. Ice skating | 40. Going to movies |
| 31.01 _____ Yes | 40.01 _____ Yes |
| 31.02 _____ No | 40.02 _____ No |
| 32. Roller skating | 41. Playing a musical instrument |
| 32.01 _____ Yes | 41.01 _____ Yes |
| 32.02 _____ No | 41.02 _____ No |
| 33. Horseback riding | 42. Making things -- arts and crafts |
| 33.01 _____ Yes | 42.01 _____ Yes |
| 33.02 _____ No | 42.02 _____ No |
| 34. Bowling | 43. Photography |
| 34.01 _____ Yes | 43.01 _____ Yes |
| 34.02 _____ No | 43.02 _____ No |
| 35. Swimming | 44. Reading |
| 35.01 _____ Yes | 44.01 _____ Yes |
| 35.02 _____ No | 44.02 _____ No |
| 36. Boating, Canoeing, Sailing | 45. Activist groups |
| 36.01 _____ Yes | 45.01 _____ Yes |
| 36.02 _____ No | 45.02 _____ No |
| 37. Fishing | 46. Underground newspaper |
| 37.01 _____ Yes | 46.01 _____ Yes |
| 37.02 _____ No | 46.02 _____ No |
| 38. Hunting | 47. Anti-war campaigns |
| 38.01 _____ Yes | 47.01 _____ Yes |
| 38.02 _____ No | 47.02 _____ No |
| 39. Camping or hiking | 48. Rock festivals |
| 39.01 _____ Yes | 48.01 _____ Yes |
| 39.02 _____ No | 48.02 _____ No |

49. Do you participate in any school activities besides sports?

49.01 _____ Yes

49.02 _____ No

50. Do you participate in any community activities? If yes please specify.

50.01 _____ Yes

50.02 _____ No

51. Do you participate in religious activities for teenagers such as a Protestant Youth Fellowship, Catholic Youth Organization or B'Nai B'rith?

51.01 _____ Yes

51.02 _____ No

52. Do you participate in political activities outside of your school?

52.01 _____ Yes

52.02 _____ No

53. Do you have any kind of part-time job?

53.01 _____ Yes

53.02 _____ No

54. Are you active in sports? CHECK ONE.

54.01 _____ Yes, I am on a school team representing N.A.I.T.

54.02 _____ Yes, I am on an intramural (within N.A.I.T.) team.

54.03 _____ Yes, I am active in sports, but not on a school team.

54.04 _____ No, but I do play certain sports when the weather is right.

54.05 _____ No, but I get good physical exercise in other ways (hiking, biking, working, etc.)

54.06 _____ No, I have other things to do.

54.07 _____ No, I dislike sports.

54.08 _____ No, I cannot participate in sports because of a disability.

54.09 _____ Other _____

55. If you have a job, please check what you consider to be your most important job. Do not include any type of volunteer work. CHECK ONE.

55.01 _____ Baby sitting

55.02 _____ Odd jobs - mowing lawns, shoveling snow, etc.

55.03 _____ Sales clerk or helper in a retail store

55.04 _____ Helper in library, hospital, etc.

55.05 _____ Secretarial or beautician work

55.06 _____ Mechanical, factory, construction, farm labor

55.07 _____ Service station helper

55.08 _____ Don't have a part-time job

55.09 _____ Other _____

56. Where do you get most of your spending money?
CHECK ONE.

56.01 _____ Allowance only

56.02 _____ Part-time job only

56.03 _____ Allowance and job

56.04 _____ Savings from summer employment or other work

56.05 _____ Savings and part-time job

56.06 _____ Loan

56.07 _____ Other _____

Here are a few questions about your family. Wherever you see the word Parent we mean Parent or Guardian or Foster Parent.

57. Which parent do you feel closest to? CHECK ONE.

57.01 ☐ Father

57.02 ☐ Mother

57.03 ☐ Neither, I feel closest to another relative.

57.04 ☐ Both

57.05 ☐ Neither, I feel closest to someone else who is not a relative.

58. How many brothers and sisters do you have? CHECK ONE.

58.01 ☐ None

58.06 ☐ Five

58.02 ☐ One

58.07 ☐ Six

58.03 ☐ Two

58.08 ☐ Seven

58.04 ☐ Three

58.09 ☐ Eight or more

58.05 ☐ Four

59. What is your position in the family? Were you born first, second, third, ... etc.

59.01 ☐ first born

59.06 ☐ sixth

59.02 ☐ second

59.07 ☐ seventh

59.03 ☐ third

59.08 ☐ eighth

59.04 ☐ fourth

59.09 ☐ ninth or later

59.05 ☐ fifth

60. How would you describe your family? CHECK ONE.

60.01 ☐ We are very close

60.02 ☐ We are quite close

60.03 ☐ we are somewhat close

60.04 ☐ We are not too close

60.05 ☐ We are not at all close

61. How would you describe your family activities?
CHECK ONE.

61.01 _____ We do very many things together

61.02 _____ We do many things together

61.03 _____ We do some things together

61.04 _____ We do a few things together

61.05 _____ We hardly do anything together

61.06 _____ We never do anything together

62. Suppose you had a chance to take a trip to San Francisco or Los Angeles this summer with just ONE of your parents or ONE other relative. Which ONE would you choose?

62.01 _____ Father

62.02 _____ Mother

62.03 _____ Another relative

63. Concerning the above question (number 62) would you prefer to go by yourself?

63.01 _____ Yes

63.02 _____ No

64. How would you rate your father financially? CHECK ONE.

64.01 _____ He has been very successful

64.02 _____ He has been quite successful

64.03 _____ He has been fairly successful

64.04 _____ He has not been too successful

64.05 _____ He has not been successful at all

65. How would you rate your father as a parent?

CHECK ONE.

65.01 _____ He has raised me very well

65.02 _____ He has raised me quite well

65.03 _____ He has raised me fairly well

65.04 _____ He has raised me not too well

65.05 _____ He has raised me very poorly

66. How would you rate your mother as a parent?

CHECK ONE.

66.01 _____ She has raised me very well

66.02 _____ She has raised me quite well

66.03 _____ She has raised me fairly well

66.04 _____ She has raised me not too well

66.05 _____ She has raised me very poorly

67. Do you smoke cigarettes?

67.01 _____ Yes

67.02 _____ No

68. If yes, what is the average number of cigarettes that you smoke in one day?

68.01 _____ 10 or less

68.02 _____ 10 or more

68.03 _____ 1 package or more

69. Do you drink beer, whiskey, wine, or any other alcoholic beverages?

69.01 _____ Yes

69.02 _____ No

*** If YES, please check 'Yes' or 'No' to each question below inside the line boundaries. If NO, please go on to question #89.

IF YES

70. Where do you usually drink? CHECK ONE.

70.01 ☐ At my home

70.02 ☐ At a friend's home or apartment

70.03 ☐ In cars

70.04 ☐ In bars or taverns

70.05 ☐ Outdoors

70.06 ☐ Restaurants

70.07 ☐ Someplace else? _____

71. Do you usually: CHECK ONE.

71.01 ☐ Drink alone

71.02 ☐ Drink whenever you get the chance

71.03 ☐ Drink alone before going to a party or dance

71.04 ☐ Drink with friends before going to a party or dance

HAVE YOU EVER:

72. Thrown up (vomited) after drinking?

72.01 ☐ Yes

72.02 ☐ No

73. Been arrested for drinking?

73.01 ☐ Yes

73.02 ☐ No

74. Passed out while drinking?

74.01 _____ Yes

74.02 _____ No

75. Been unable to remember what you were doing or where you were?

75.01 _____ Yes

75.02 _____ No

76. Had a physical fight while drinking?

76.01 _____ Yes

76.02 _____ No

77. Had a serious argument while drinking?

77.01 _____ Yes

77.02 _____ No

DO YOU:

78. Drink more than your parents think you do?

78.01 _____ Yes

78.02 _____ No

79. Drink less than your parents think you do?

79.01 _____ Yes

79.02 _____ No

80. Tell your parents how much you drink?

80.01 _____ Yes

80.02 _____ No

81. Only drink with your family at home?

81.01 _____ Yes

81.02 _____ No

82. Why do you drink?

WHAT DO YOU DRINK?

83. Beer

83.01 ☐ Yes

83.02 ☐ No

84. Whiskey (scotch, bourbon)

84.01 ☐ Yes

84.02 ☐ No

85. Wine

85.01 ☐ Yes

85.02 ☐ No

86. Vodka, gin

86.01 ☐ Yes

86.02 ☐ No

87. Rum

87.01 ☐ Yes

87.02 ☐ No

88. Other

89. There has been a lot of talk lately about marihuana (marijuana) on college campuses and in high schools. Would you say that using it was harmful for the mind, harmless, or actually good for the mind? CHECK ONE.

89.01 ☐ Harmful for the mind

89.02 ☐ Harmless for the mind

89.03 ☐ Good for the mind

89.04 ☐ I don't know

90. Would you say that using marihuana would be harmful, harmless, or good for the body? CHECK ONE.

90.01 ☐ Harmful for the body

90.02 ☐ Harmless for the body

90.03 ☐ Good for the body

90.04 ☐ I don't know

91. If you were at a party and two students whom you knew quite well offered to share some marihuana with you, would you: CHECK ONE.

91.01 ☐ Accept their offer?

91.02 ☐ Say no thanks, and do nothing about it?

91.03 ☐ Say no thanks, and later mention this to a school counsellor, coach, or other adult?

91.04 ☐ Say no thanks, and later report the students to the principal or to the police?

91.05 ☐ Don't know what I would do.

92. If you were at a party and two students whom you did not know very well offered to share some marihuana with you, would you: CHECK ONE.

92.01 ☐ Accept their offer?

92.02 ☐ Say no thanks, and do nothing about it?

92.03 ☐ Say no thanks, and later report the students to a school counsellor, coach, or other adult?

92.04 ☐ Say no thanks, and later report the students to the principal or to the police.

92.05 ☐ Don't know what I would do.

93. Have you ever smoked marihuana?

93.01 ☐ Yes

93.02 ☐ No

*** If YES, please answer the following questions which are inside the line boundaries (numbers 94 through 110).

If NO, please go to question 111.

IF YES

94. When did you first try it? CHECK ONE.

94.01 _____ During the current academic year (that is, since September 1969)

94.02 _____ Between September 1968 and September 1969

94.03 _____ Before September 1968

95. How often do you smoke marihuana? CHECK ONE OR WRITE ANSWER.

95.01 _____ Daily

95.02 _____ More than twice a week

95.03 _____ Once or twice a week

95.04 _____ Only now and then

95.05 _____ Hardly ever

95.06 _____

96. Who first introduced you to marihuana? CHECK ONE.

96.01 _____ Someone I knew very well

96.02 _____ Someone I did not know too well

96.03 _____ Someone I had just met

96.04 _____ Went looking for it

97. Was this person a university student, a N.A.I.T. student, a high school student, or someone else? CHECK ONE.

97.01 _____ A university student

97.02 _____ A N.A.I.T. student

97.03 _____ A high school student

97.04 _____ Someone else

98. Would you say this person is quite popular and well respected by his friends?

98.01 _____ Yes

98.02 _____ No

99. Has your use of alcoholic beverages changed since you began or first smoked marihuana? CHECK ONE.

99.01 _____ Yes, it has increased

99.02 _____ Yes, it has increased, but only because I have become older

99.03 _____ Yes, it has decreased

99.04 _____ No, it is about the same

99.05 _____ No, I don't drink

100. Have you noticed more, the same number, or fewer fights or arguments at marihuana parties than at liquor or beer parties? CHECK ONE.

100.01 _____ Noticed more fights or arguments at marihuana parties

100.02 _____ Noticed the same number of fights or arguments

100.03 _____ Noticed fewer fights or arguments at marihuana parties

100.04 _____ Noticed no fights or arguments at marihuana parties

100.05 _____ Can't say since I don't go to such parties

101. What activities do you usually engaged in when you use marihuana? CHECK ONE.

101.01 _____ Reading

101.02 _____ Sleeping

101.03 _____ Sports

101.04 _____ Dancing

101.05 _____ Games (intellectual or other)

101.06 _____ Listening to music

- 101.07 _____ Talking with dates, or friends
- 101.08 _____ Other _____
102. When you use marihuana, do you drive a car?
- 102.01 _____ Yes
- 102.02 _____ No
103. When smoking marihuana do you usually have a greater desire for sexual intercourse than when you have not smoked marihuana? CHECK ONE.
- 103.01 _____ Yes, my desire for sexual intercourse is usually greater when smoking marihuana.
- 103.02 _____ No, my desire for sexual intercourse is usually lessened when smoking marihuana.
- 103.03 _____ I have not really noted any difference.
104. When smoking marihuana do you feel that you have attained a freedom from the pressures of society?
- 104.01 _____ Yes, the above is true for me
- 104.02 _____ The above is sometimes true for me
- 104.03 _____ No, the above is not true for me
105. Have your religious beliefs changed since smoking marihuana?
- 105.01 _____ Yes, quite a lot
- 105.02 _____ Yes, but only in a few ways
- 105.03 _____ No, my religious beliefs have not changed
106. Have your personal problems (psychological and physical) increased since smoking marihuana?
- 106.01 _____ Yes, quite a lot
- 106.02 _____ Yes, but only in a few ways
- 106.03 _____ No, my personal problems have not changed

107. Do you think that after smoking marihuana you become more aware of your personal problems (psychological and physical)?

107.01 _____ Yes

107.02 _____ No

107.03 _____ I don't know

108. Do you think that the selling of marihuana should be legalized?

108.01 _____ Yes

108.02 _____ No

108.03 _____ I have not made up my mind yet

109. Do you expect to continue smoking marihuana?

109.01 _____ Yes

109.02 _____ No

109.03 _____ Not sure

110. Why do you or did you smoke it?

THE FOLLOWING QUESTIONS IN THE BOX BELOW ARE FOR STUDENTS WHO HAVE NEVER SMOKED MARIHUANA.

IF YOU HAVE SMOKED MARIHUANA, AND HAVE ANSWERED QUESTIONS 94-100, PLEASE GO TO QUESTION 116.

IF NO

111. Why have you never smoked marihuana? CHECK ONE -- PLEASE CHECK THE ONE WHICH IS MOST IMPORTANT TO YOU.

111.01 _____ I have just not been particularly interested in this drug

111.02 _____ I have not known how to obtain it

- 111.03 _____ I have been afraid of the possible
medical or health dangers
- 111.04 _____ I do not wish to run the risk of legal
problems (arrest)
- 111.05 _____ I do not believe in doing what is ille-
gal, as a matter of principle
- 111.06 _____ I do not believe in it because of my
religious convictions
- 111.07 _____ Other _____

112. Do you think you will try marihuana before the end
of the coming summer? (1970).

- 112.01 _____ Yes
- 112.02 _____ No
- 112.03 _____ Don't know

113. Do you think you will try marihuana any time in the
future?

- 113.01 _____ Yes
- 113.02 _____ No
- 113.03 _____ Don't know

114. If a good friend of yours tried marihuana just once,
would you change your opinion of him (her)?

- 114.01 _____ Yes
- 114.02 _____ No
- 114.03 _____ Don't know

115. If this same friend became a regular user of marihuana,
would you change your opinion of him (her)?

- 115.01 _____ Yes
- 115.02 _____ No
- 115.03 _____ Don't know

THE REMAINDER OF THE QUESTIONNAIRE IS FOR ALL STUDENTS,
REGARDLESS OF PAST USES OF MARIHUANA.

116. Do you think that most N.A.I.T. students know enough,
or not enough, about physical effects of drugs?
CHECK ONE.

116.01 _____ I think most N.A.I.T. students know
enough about the physical effects of
drugs.

116.02 _____ I think most N.A.I.T. students do not
know enough about the physical effects
of drugs.

117. Do you think that most parents of N.A.I.T. students
know enough about drugs to advise their children?

117.01 _____ Yes

117.02 _____ No

118. Suppose each of the following persons gave you advice
on the use and abuse of drugs. How would you rate
these persons as to the likely value of this advice?
PLEASE RATE THE FOLLOWING PERSONS FROM ONE TO ELEVEN.
MARK A NUMBER ONE BY THE PERSON WHOSE ADVICE YOU WOULD
VALUE THE MOST, A TWO BY THE PERSON WHOSE ADVICE YOU
WOULD GIVE SECOND HIGHEST VALUE TO, ETC. PLEASE MARK
A NUMBER ELEVEN BY THE NAME OF THE PERSON WHOSE ADVICE
YOU WOULD VALUE THE LEAST.

118 _____ A police officer

119 _____ Your father

120 _____ You minister, priest, or rabbi

121 _____ An instructor giving a health and safety
lecture at N.A.I.T.

122 _____ Someone who has used drugs (tried marihuana)

123 _____ Your school counsellor

124 _____ Your personal physician

125 _____ A professor from the University of Alberta
Medical School

126 _____ A doctor from the Department of Public Health

127 _____ Your school nurse

128 _____ A hospital psychiatrist

119. How do you regard the current provincial and federal drug-control laws which apply to marihuana? CHECK ONE.

129.01 _____ The laws are too lenient and need to be stronger for better control

129.02 _____ The laws are reasonable and should remain as they are

129.03 _____ Penalties for use or possession of marihuana should be lowered

129.04 _____ Penalties for use or possession of marihuana should not exceed a small fine

129.05 _____ Marihuana should be legal for anyone 21 and over

129.06 _____ Marihuana should be legal for anyone 18 or over

129.07 _____ Marihuana should be legal for anyone

129.08 _____ I am unfamiliar with laws relating to marihuana

120. Do you think that the consumption of alcohol is a more serious problem than drug use among N.A.I.T. students?

130.01 _____ Yes

130.02 _____ No

130.03 _____ I don't know

121. PLEASE INDICATE WHICH OF THE FOLLOWING ITEMS, IF ANY, THAT YOU HAVE EVER USED TO GET "HIGH". IF YOU HAVE USED AN ITEM TO GET "HIGH", PLEASE CHECK THE BOX IN COLUMN 1. IF YOU HAVE NEVER USED THE ITEM TO GET "HIGH" BUT HAVE HEARD OF IT AS BEING USED TO GET "HIGH" PLEASE CHECK THE BOX IN COLUMN 2. IF YOU HAVE NEVER HEARD OF THE ITEM BEING USED TO GET "HIGH", PLEASE CHECK THE BOX IN COLUMN 3.

	<u>1</u> Yes, Have Used to Get "High"	<u>2</u> No, Have Never Used to Get "High"	<u>3</u> Never Heard of It Being Used to Get "High"
Have you ever used:			
a. Hashish	131.01 <input type="checkbox"/>	131.02 <input type="checkbox"/>	131.03 <input type="checkbox"/>
b. LSD (d-lysergic acid diethylamide)	132.01 <input type="checkbox"/>	132.02 <input type="checkbox"/>	132.03 <input type="checkbox"/>
c. Psilocybin	133.01 <input type="checkbox"/>	133.02 <input type="checkbox"/>	133.03 <input type="checkbox"/>
d. Mescaline or peyote	134.01 <input type="checkbox"/>	134.02 <input type="checkbox"/>	134.03 <input type="checkbox"/>
e. DET (diethyltrypta- mine)	135.01 <input type="checkbox"/>	135.02 <input type="checkbox"/>	135.03 <input type="checkbox"/>
f. DMT (dimethyltryp- tamine)	136.01 <input type="checkbox"/>	136.02 <input type="checkbox"/>	136.03 <input type="checkbox"/>
g. STP (serenity, tran- quility, peace)	137.01 <input type="checkbox"/>	137.02 <input type="checkbox"/>	137.03 <input type="checkbox"/>
h. LBJ	138.01 <input type="checkbox"/>	138.02 <input type="checkbox"/>	138.03 <input type="checkbox"/>
i. Banana skins, nutmeg or other foodstuffs	139.01 <input type="checkbox"/>	139.02 <input type="checkbox"/>	139.03 <input type="checkbox"/>
j. Morning glory seeds	140.01 <input type="checkbox"/>	140.02 <input type="checkbox"/>	140.03 <input type="checkbox"/>
k. Bloopers	141.01 <input type="checkbox"/>	141.02 <input type="checkbox"/>	141.03 <input type="checkbox"/>
l. Caffeine (coffee, tea, coca-cola, No-doz, APC)	142.01 <input type="checkbox"/>	142.02 <input type="checkbox"/>	142.03 <input type="checkbox"/>
m. Amphetamines and Methamphetamines	143.01 <input type="checkbox"/>	143.02 <input type="checkbox"/>	143.03 <input type="checkbox"/>
n. Benzedrine	144.01 <input type="checkbox"/>	144.02 <input type="checkbox"/>	144.03 <input type="checkbox"/>
o. Dexedrine	145.01 <input type="checkbox"/>	145.02 <input type="checkbox"/>	145.03 <input type="checkbox"/>

	<u>1</u> Yes, Have Used to Get "High"	<u>2</u> No, Have Never Used to Get "High"	<u>3</u> Never Heard of It Being Used to Get "High"
Have you ever used:			
p. Methedrine (speed)	146.01 <input type="checkbox"/>	146.02 <input type="checkbox"/>	146.03 <input type="checkbox"/>
q. Dezbutal	147.01 <input type="checkbox"/>	147.02 <input type="checkbox"/>	147.03 <input type="checkbox"/>
r. Diet Pills	148.01 <input type="checkbox"/>	148.02 <input type="checkbox"/>	148.03 <input type="checkbox"/>
s. Barbituates (Amytal, Nembutal, Seconal, Phenobarbital, Tuinal, etc.)	149.01 <input type="checkbox"/>	149.02 <input type="checkbox"/>	149.03 <input type="checkbox"/>
t. Chloral hydrate	150.01 <input type="checkbox"/>	150.02 <input type="checkbox"/>	150.03 <input type="checkbox"/>
u. Phonies	151.01 <input type="checkbox"/>	151.02 <input type="checkbox"/>	151.03 <input type="checkbox"/>
v. Librium (Chlordia- zepoxide)	152.01 <input type="checkbox"/>	152.02 <input type="checkbox"/>	152.03 <input type="checkbox"/>
w. Phenothizaines (Thorazine, Compa- zine, Stelazine)	153.01 <input type="checkbox"/>	153.02 <input type="checkbox"/>	153.03 <input type="checkbox"/>
x. Opium	154.01 <input type="checkbox"/>	154.02 <input type="checkbox"/>	154.03 <input type="checkbox"/>
y. Heroin	155.01 <input type="checkbox"/>	155.02 <input type="checkbox"/>	155.03 <input type="checkbox"/>
z. Morphine	156.01 <input type="checkbox"/>	156.02 <input type="checkbox"/>	156.03 <input type="checkbox"/>
aa. RFK	157.01 <input type="checkbox"/>	157.02 <input type="checkbox"/>	157.03 <input type="checkbox"/>
ab. Demerol	158.01 <input type="checkbox"/>	158.02 <input type="checkbox"/>	158.03 <input type="checkbox"/>
ac. Methadone	159.01 <input type="checkbox"/>	159.02 <input type="checkbox"/>	159.03 <input type="checkbox"/>
ad. Darvon	160.01 <input type="checkbox"/>	160.02 <input type="checkbox"/>	160.03 <input type="checkbox"/>
ae. Glue (Toluene, acetone)	161.01 <input type="checkbox"/>	161.02 <input type="checkbox"/>	161.03 <input type="checkbox"/>
af. Gasoline	162.01 <input type="checkbox"/>	162.02 <input type="checkbox"/>	162.03 <input type="checkbox"/>
ag. Kerosene	163.01 <input type="checkbox"/>	163.02 <input type="checkbox"/>	163.03 <input type="checkbox"/>
ah. RNR	164.01 <input type="checkbox"/>	164.02 <input type="checkbox"/>	164.03 <input type="checkbox"/>
ai. Amyl Nitrite	165.01 <input type="checkbox"/>	165.02 <input type="checkbox"/>	165.03 <input type="checkbox"/>

	<u>1</u>	<u>2</u>	<u>3</u>
Have you ever used:	Yes, Have Used to Get "High"	No, Have Never Used to Get "High"	Never Heard of It Being Used to Get "High"
aj. Antihistamines	166.01 <input type="checkbox"/>	166.02 <input type="checkbox"/>	166.03 <input type="checkbox"/>
ak. Non-prescriptive sedatives	167.01 <input type="checkbox"/>	167.02 <input type="checkbox"/>	167.03 <input type="checkbox"/>
al. Dextromethorphan hydrobromide-based cough medicines (Romilar CF, Robi- tussin DM and Chera- col D)	168.01 <input type="checkbox"/>	168.02 <input type="checkbox"/>	168.03 <input type="checkbox"/>
am. Paregoric (campho- rated opium tincture)	169.01 <input type="checkbox"/>	169.02 <input type="checkbox"/>	169.03 <input type="checkbox"/>
an. Aspirin	170.01 <input type="checkbox"/>	170.02 <input type="checkbox"/>	170.03 <input type="checkbox"/>
ao. Carbon Dioxide	171.01 <input type="checkbox"/>	171.02 <input type="checkbox"/>	171.03 <input type="checkbox"/>
ap. Oxygen (pure)	172.01 <input type="checkbox"/>	172.02 <input type="checkbox"/>	172.03 <input type="checkbox"/>
aq. THC (Tetrahydro- cannabinol)	173.01 <input type="checkbox"/>	173.02 <input type="checkbox"/>	173.03 <input type="checkbox"/>

HERE ARE SOME GENERAL QUESTIONS:

122. Do you have a religious preference -- that is, are you Protestant, Catholic, Jewish, etc.? CHECK ONE.

174.01 _____ Protestant

174.02 _____ Catholic

174.03 _____ Jewish

174.04 _____ Atheist

174.05 _____ Agnostic

174.06 _____ Other _____

123. About how often have you attended church or a synagogue during the past year? (1969). CHECK ONE.

- 175.01 ☐ At least once a week
- 175.02 ☐ A few times a month
- 175.03 ☐ About once a month
- 175.04 ☐ Less than once a month, but more than twice a year
- 175.05 ☐ About twice a year
- 175.06 ☐ About once a year
- 175.07 ☐ Never

124. Please check the blank below that most closely corresponds to the education that your FATHER has completed. CHECK ONE.

- 176.01 ☐ Less than six grades
- 176.02 ☐ Seven or eight grades
- 176.03 ☐ Nine, ten, or eleven grades
- 176.04 ☐ High school graduate
- 176.05 ☐ Technical Institute graduate
- 176.06 ☐ One, two or three years of university
- 176.07 ☐ University graduate (Bachelor's Degree)
- 176.08 ☐ Master's degree
- 176.09 ☐ Graduate work beyond master's degree, law, medical, or dental degree

125. Please check the blank below that most clearly corresponds to the education that your MOTHER has completed. CHECK ONE.

- 177.01 ☐ Less than six grades.
- 177.02 ☐ Seven or eight grades.
- 177.03 ☐ Nine, ten, or eleven grades
- 177.04 ☐ High school graduate
- 177.05 ☐ Technical Institute graduate

- 177.06 _____ One, two, or three years of university
- 177.07 _____ University graduate (Bachelor's Degree)
- 177.08 _____ Master's Degree
- 177.09 _____ Graduate work beyond the master's degree,
law, medical, or dental degree.

126. How long have you lived in your city or town before coming to N.A.I.T.?

- 178.01 _____ Less than 2 years
- 178.02 _____ 2-5 years
- 178.03 _____ 6-10 years
- 178.04 _____ Over 10 years but not all my life
- 178.05 _____ All my life

127. If you have lived in your city or town less than three years, about how many times have you moved from one town or city to another in the last ten years? CHECK ONE.

- | | |
|----------------------|------------------------------|
| 179.01 _____ Once | 179.05 _____ 5 times |
| 179.02 _____ Twice | 179.06 _____ 6 times |
| 179.03 _____ 3 times | 179.07 _____ 7 times |
| 179.04 _____ 4 times | 179.08 _____ 8 or more times |

128a. Does your family home or apartment have a:

- | | |
|------------------|--|
| 180.01 _____ Yes | 180.02 _____ No - Den, library, or study? |
| 181.01 _____ Yes | 181.02 _____ No - Formal dining room? |
| 182.01 _____ Yes | 182.02 _____ No - Basement recreation
toom? |
| 183.01 _____ Yes | 183.02 _____ No - Family room on first
or second floor? |

- | | |
|------------------|--|
| 184.01 _____ Yes | 184.02 _____ No - Two or more bathrooms? |
|------------------|--|

128b. 185.01 _____ Yes 185.02 _____ No - Do you have your own room?

129. Please list the one or two magazines that your father likes best:

130. Please list the one or two magazines that your mother likes best:

131. If you are living with a relative, please list his or her two favorite magazines.

132. What is your father's occupation?

133. To what extent do you agree with each of the following statements? Please CHECK ONE SQUARE FOR EACH STATEMENT.

	Agree to a great extent	Agree to some extent	Agree to a slight extent	Agree to no extent at all (disagree)	
a.	186.01 <input type="checkbox"/>	186.02 <input type="checkbox"/>	186.03 <input type="checkbox"/>	186.04 <input type="checkbox"/>	Young people can do very little to change their lives.
b.	187.01 <input type="checkbox"/>	187.02 <input type="checkbox"/>	187.03 <input type="checkbox"/>	187.04 <input type="checkbox"/>	I am satisfied with my social (dating) life.
c.	188.01 <input type="checkbox"/>	188.02 <input type="checkbox"/>	188.03 <input type="checkbox"/>	188.04 <input type="checkbox"/>	In order to get ahead in the world today, you are almost forced to do some things which just aren't right.
d.	189.01 <input type="checkbox"/>	189.02 <input type="checkbox"/>	189.03 <input type="checkbox"/>	189.04 <input type="checkbox"/>	Sometimes I feel all alone in the world.

	Agree to a great extent	Agree to some extent	Agree to a slight extent	Agree to no extent at all (disagree)	
e.	190.01 <input type="checkbox"/>	190.02 <input type="checkbox"/>	190.03 <input type="checkbox"/>	190.04 <input type="checkbox"/>	Often I feel that I don't have enough control over the direction my life is taking.
f.	191.01 <input type="checkbox"/>	191.02 <input type="checkbox"/>	191.03 <input type="checkbox"/>	191.04 <input type="checkbox"/>	Adults simply don't understand teenagers.
g.	192.01 <input type="checkbox"/>	192.02 <input type="checkbox"/>	192.03 <input type="checkbox"/>	192.04 <input type="checkbox"/>	If you want people to like you, you have to tell them what they want to hear, even if it isn't the truth.
h.	193.01 <input type="checkbox"/>	193.02 <input type="checkbox"/>	193.03 <input type="checkbox"/>	193.04 <input type="checkbox"/>	There is not much I can do about most of the important problems we face today.
i.	194.01 <input type="checkbox"/>	194.02 <input type="checkbox"/>	194.03 <input type="checkbox"/>	194.04 <input type="checkbox"/>	It is difficult to find friends.
j.	195.01 <input type="checkbox"/>	195.02 <input type="checkbox"/>	195.03 <input type="checkbox"/>	195.04 <input type="checkbox"/>	Canada is run by middle-aged people and there is not much a young person can do about it.
k.	196.01 <input type="checkbox"/>	196.02 <input type="checkbox"/>	196.03 <input type="checkbox"/>	196.04 <input type="checkbox"/>	Making money is one of the most important things in life.
l.	197.01 <input type="checkbox"/>	197.02 <input type="checkbox"/>	197.03 <input type="checkbox"/>	197.04 <input type="checkbox"/>	Parents complain a great deal about the activities of their teenage children, even though their own behavior is hardly worth imitating.

	Agree to a great extent	Agree to some extent	Agree to a slight extent	Agree to no extent at all (disagree)	
m.	198.01 <input type="checkbox"/>	198.02 <input type="checkbox"/>	198.03 <input type="checkbox"/>	198.04 <input type="checkbox"/>	Canadian youth of my generation have better opportunities for the future than youth of any earlier generation.
n.	199.01 <input type="checkbox"/>	199.02 <input type="checkbox"/>	199.03 <input type="checkbox"/>	199.04 <input type="checkbox"/>	People should be able to choose whether or not to join the armed forces regardless of the situations facing a country.
o.	200.01 <input type="checkbox"/>	200.02 <input type="checkbox"/>	200.03 <input type="checkbox"/>	200.04 <input type="checkbox"/>	The way that the United States is conducting the war in Viet Nam is almost completely immoral.
p.	201.01 <input type="checkbox"/>	201.02 <input type="checkbox"/>	201.03 <input type="checkbox"/>	201.04 <input type="checkbox"/>	Canada should abolish the monarchy.
q.	202.01 <input type="checkbox"/>	202.02 <input type="checkbox"/>	202.03 <input type="checkbox"/>	202.04 <input type="checkbox"/>	Adults generally do not try to really listen and communicate with young people.
r.	203.01 <input type="checkbox"/>	203.02 <input type="checkbox"/>	203.03 <input type="checkbox"/>	203.04 <input type="checkbox"/>	Offering a seat to an older person on a crowded bus is an out-moded custom.

	Agree to a great extent	Agree to some extent	Agree to a slight extent	Agree to no extent at all (disagree)	
s.	204.01 <input type="checkbox"/>	204.02 <input type="checkbox"/>	204.03 <input type="checkbox"/>	204.04 <input type="checkbox"/>	Adults in Canada generally are more concerned with making money than they are with loving, caring, and establishing close relationships with the members of their families.
t.	205.01 <input type="checkbox"/>	205.02 <input type="checkbox"/>	205.03 <input type="checkbox"/>	205.04 <input type="checkbox"/>	As long as no one is harmed, any action or behavior should be allowed.
u.	206.01 <input type="checkbox"/>	206.02 <input type="checkbox"/>	206.03 <input type="checkbox"/>	206.04 <input type="checkbox"/>	Students at N.A.I.T. should be allowed to evaluate their instructors.
v.	207.01 <input type="checkbox"/>	207.02 <input type="checkbox"/>	207.03 <input type="checkbox"/>	207.04 <input type="checkbox"/>	Canadian students today have more knowledge and are more aware of developments than students were of a generation (20 years) ago.
w.	208.01 <input type="checkbox"/>	208.02 <input type="checkbox"/>	208.03 <input type="checkbox"/>	208.04 <input type="checkbox"/>	The Canadian native Indians have been looked after adequately by the white man.
x.	209.01 <input type="checkbox"/>	209.02 <input type="checkbox"/>	209.03 <input type="checkbox"/>	209.04 <input type="checkbox"/>	Canadians are probably as racially prejudiced as the Americans.

- | | Agree to
a great
extent | Agree
to some
extent | Agree to
a slight
extent | Agree to
no extent
at all
(disagree) | |
|------|--|---------------------------------|---------------------------------|---|---|
| y. | 210.01 <input type="checkbox"/> | 210.02 <input type="checkbox"/> | 210.03 <input type="checkbox"/> | 210.04 <input type="checkbox"/> | N.A.I.T. students should have equal representation with administrators and instructors on all boards and committees affecting the students. |
| z. | 211.01 <input type="checkbox"/> | 211.02 <input type="checkbox"/> | 211.03 <input type="checkbox"/> | 211.04 <input type="checkbox"/> | If you preach a certain way of living, or standard of behaving, you better live it too. |
| aa. | 212.01 <input type="checkbox"/> | 212.02 <input type="checkbox"/> | 212.03 <input type="checkbox"/> | 212.04 <input type="checkbox"/> | Probably the two characteristics most needed by parents when dealing with their children is to combine <u>loving</u> with <u>firmness</u> . In addition to knowing they are wanted and <u>loved</u> , children need to have definite limits (<u>firmness</u>) set on their behavior and actions |
| 134. | <p>Interesting jobs for teenagers with reasonable pay may be limited in a community. Let us assume, however, that the following choices were available to you <u>last</u> summer. Choose the one job which would have appealed to you the most. If you would have preferred a different kind of job, please describe it below. Let us also assume that each of the listed jobs pay \$1.45 per hour. <u>CHECK ONE.</u></p> <p>213.01 _____ Assist with mentally ill children in a psychiatric hospital.</p> <p>213.02 _____ Assist with construction of a community recreation facility which would be primarily for teenagers.</p> | | | | |

- 213.03 _____ Work as a waitress or waiter in a psychede-
lic or rock dance hall where liquor is not
served.
- 213.04 _____ Assist at a summer camp for retarded
children.
- 213.05 _____ Work as a clerk or helper in a local
retail store.
- 213.06 _____ Serve as a junior reporter for your local
paper and be assigned to report on teen-
age happenings.
- 213.07 _____ Serve as a junior reporter on your local
paper and be assigned to community econo-
mic and social problems.
- 213.08 _____ Assist an organization which attempts to
tutor pre-school children from poor
families. (Slum day care centres.)
- 213.09 _____ Assist or work in the local library.
- 213.10 _____ Assist racing mechanics at a stock car
race track.
- 213.11 _____ Assist a local farmer or farm manager.
- 213.12 _____ Work or assist in a nearby industrial
plant.
- 213.13 _____ Assist in a country medical care facility
for the aged and chronically ill.
- 213.14 _____ Assist with road construction.
- 213.15 _____ Assist or work in a nearby machine shop,
auto repair center, tool and die shop, etc.
- 213.16 _____ Other _____

135. Did you have definite household jobs or chores in your
parental home to do everyday, or most days? (Like
emptying garbage, or doing dishes, or a paper route,
etc.)

214.01 _____ Yes

214.02 _____ No

136. Do you think that parents should assign definite household jobs or chores to their children?

215.01 _____ Yes

215.02 _____ No

137. Do you think that Canadian laws are usually enforced equally?

216.01 _____ Yes

216.02 _____ No

138. If you had a choice, how would you like to be remembered at N.A.I.T.? CHECK ONE.

217.01 _____ For scholarship - very high grades

217.02 _____ For election to one or more honor societies

217.03 _____ For special achievements - creative writing, art, debate, music

217.04 _____ For athletic abilities and achievements

217.05 _____ For service on the student council, or student government

217.06 _____ For having been very popular with fellow students

217.07 _____ For having been a leader in your graduating class

217.08 _____ For having been a leader in several school clubs

217.09 _____ Other _____

139. Here are some statements describing different beliefs about and conceptions of God. Check the ONE that best describes your own belief.

218.01 _____ I believe in a personal God who is infinitely wise, powerful, and personally interested in Mankind.

- 218.02 _____ I believe in a personal God who is infinitely wise and powerful, yet is not involved in the affairs of Mankind.
- 218.03 _____ God is Nature, Truth, Good, etc., but does not exist in the personal sense.
- 218.04 _____ I am an agnostic -- I neither believe or disbelieve in God.
- 218.05 _____ I am an atheist -- I do not believe in God.
- 218.06 _____ Other _____
-

PLEASE CHECK THE RESPONSE WHICH IS CLOSEST TO YOUR FEELING ABOUT THE FOLLOWING STATEMENTS. PLEASE READ THESE STATEMENTS VERY CAREFULLY THEN HONESTLY CHECK YOUR ACCURATE RESPONSES.

140. It is extremely important for a person to be loved or approved of by virtually everyone who is important to him.

- 219.01 _____ Strongly Disagree
- 219.02 _____ Disagree
- 219.03 _____ Neither Agree nor Disagree
- 219.04 _____ Agree
- 219.05 _____ Strongly Agree

141. A person should be thoroughly competent, adequate and achieving in all possible respects if he is to be considered a worthwhile person. The main goal and purpose of life is achievement, or success.

- 220.01 _____ Strong Disagree
- 220.02 _____ Disagree
- 220.03 _____ Neither Agree nor Disagree
- 220.04 _____ Agree
- 220.05 _____ Strongly Agree

142. There are certain people in the world who are bad, wicked or villainous and they should be severely punished and blamed for their villainy.

221.01 _____ Strongly Disagree

221.02 _____ Disagree

221.03 _____ Neither Agree nor Disagree

221.04 _____ Agree

221.05 _____ Strongly Agree

143. It is awful and catastrophic when things are not the way one would very much like them to be. Situations which are not the way they should be upset me very much.

222.01 _____ Strongly Disagree

222.02 _____ Disagree

222.03 _____ Neither Agree nor Disagree

222.04 _____ Agree

222.05 _____ Strongly Agree

144. Human unhappiness is caused by events or happenings outside of oneself. A person really has no control over his emotions and cannot help feeling badly because of these events which are forced on him by outside people and events.

223.01 _____ Strongly Disagree

223.02 _____ Disagree

223.03 _____ Neither Agree nor Disagree

223.04 _____ Agree

223.05 _____ Strongly Agree

145. One should be aware that there are dangerous and fear-some things in the world and, should be constantly on guard so that they don't happen to him.

224.01 _____ Strongly Disagree

224.02 _____ Disagree

224.03 _____ Neither Agree nor Disagree

224.04 _____ Agree

224.05 _____ Strongly Agree

146. If one avoids or ignores certain life difficulties they will eventually go away. One should avoid doing things which are unpleasant.

225.01 _____ Strongly Disagree

225.02 _____ Disagree

225.03 _____ Neither Agree nor Disagree

225.04 _____ Agree

225.05 _____ Strongly Agree

147. There are stronger and smarter people in this world than I who know what is good for me better than I do myself. I should rely on these people quite a bit.

226.01 _____ Strongly Disagree

226.02 _____ Disagree

226.03 _____ Neither Agree nor Disagree

226.04 _____ Agree

226.05 _____ Strongly Agree

148. Tradition and values which have in the past strongly affected one's life are very important. It is wrong to reject or criticize the teaching of our parents or elders.

227.01 _____ Strongly Disagree

227.02 _____ Disagree

227.03 _____ Neither Agree nor Disagree

227.04 _____ Agree

227.05 _____ Strongly Agree

149. One should become quite upset over other people's problems and disturbances.

228.01 _____ Stronly Disagree

228.02 _____ Disagree

228.03 _____ Neither Agree nor Disagree

228.04 _____ Agree

228.05 _____ Strongly Agree

150. There is a right way and a wrong way of doing everything. Its terrible if one does not find the precise, right and correct solution to his human problems.

229.01 _____ Strongly Disagree

229.02 _____ Disagree

229.03 _____ Neither Agree nor Disagree

229.04 _____ Agree

229.05 _____ Strongly Agree

THANK YOU VERY MUCH FOR YOUR PARTICIPATION IN OUR SURVEY.
WE EXPECT TO BECOME MORE AWARE OF SOME OF THE ATTITUDES
AND BEHAVIORS OF N.A.I.T. STUDENTS. THIS SHOULD HELP GUIDE
FUTURE PLANNING.



Letter to the Secretary
of the American Bar Association

October 10, 2001
Dear Secretary:

Thank you for your letter of September 11, 2001.

I am pleased to hear that the American Bar Association is planning to hold a conference on the topic of "The Role of the Lawyer in a Changing World." This is a very timely and important topic, and I am sure that the conference will be a great success. I am also pleased to hear that you are planning to invite me to speak at the conference. I would be honored to do so, and I am sure that my presentation will be of great interest to the attendees.

APPENDIX B

cc: [Name]
[Address]
[City, State, Zip]



NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY
11762 - 106 STREET, EDMONTON
PHONE: 479-8471

MEMORANDUM

FROM: W.A.B. Saunders
President

OUR FILE NO.:

YOUR FILE NO.:

TO:

DATE: February 5, 1970

On Tuesday, February 10th, there is to be a survey conducted to gather pertinent information concerning behavioral characteristics of students at N.A.I.T. The students listed on the attached sheet, from your Technology, have been selected by random sampling methods. Would you please release these students from class and have them report to the Auditorium (or) Gymnasium on Tuesday, February 10th at 10:30 a.m. The students should be released from the survey test by 12:00 noon.

W.A.B. Saunders
President
WABS/rmp

B29974